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Education, and the Gift of Eyes

ADDRESS BY
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ON
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MEREDITH COLLEGE

EDUCATION, AND THE GIFT OF EYES

J. ALLEN EASLEY

Ruskin, the great prose-poet, artist, and art critic, somewhere says: "The greatest thing a human soul can do in this world is to see something and to tell what it sees in a plain way. Hundreds can talk," he continues, "for one who can think, but thousands can think for one who can see. To see clearly is poetry, prophecy, and religion,—all in one." Now Ruskin excelled in the realms of poetry, prophecy, and religion, and all for the reason that he could see clearly. And it is quite probable, as Professor Bliss Perry says, that Ruskin's most valuable contribution to his generation was to help people to use their eyes.

Here I think is suggested to us the primal purpose of education,—to help people to use their eyes.

To be able to talk is indeed important enough, and difficult enough, unless one is referring to "mere talk." In this, some students are naturally quite proficient, and they often become more so as the college years ago by. More than one father, upon his son's return home after four years in college, has found the best expression of his feelings in the words of Aaron: "I put in the gold and out walked this calf." To make a noise is not a hard thing to do,—any calf can do that; but to talk well is not easy, but quite worth while. And to develop in students the power to express themselves in speech should certainly be one of the ends of education.

There lies something deeper. Education seeks to stimulate one to think. The college that does not deliberately set itself to teach its students to think for themselves is sadly defrauding them, no matter how many facts it manages to store away in their heads. The student who has never tried to think his way through a problem to a conclusion of his own,—not predetermined by the opinion of the textbook or the professor,—has little idea of the true purpose

of education. You may have heard the conundrum, "Why is a college professor who is reading examination papers like a dog eating sausages?" The answer is: "Because he is devouring his own substance in mangled form." "The mere accumulation of information," says Mr. Hendrick Willem Van Loon, "is simply a waste of time in this age of encyclopedias and handy reference books. But to think independently, to question remorselessly, . . . is a priceless treasure."

Now that which lies behind all talking that is worth listening to and behind all thinking that is vital is the power of sight,—true and accurate observation. Indeed the interesting talker and able thinker is the seer.

And so we are saying the first objective of education is to open the eyes of people that they may see what is here in the world to be seen,—the wonders, the beauties, the resources, the needs, the redeeming powers. This point of view has encouragement from those educators who are urging that students be graded more upon their ability to solve, not theoretical and academic problems, but problems taken from the actual work-a-day world; and that the requirements for graduation should be based less upon a student's ability to hand back to the professor a certain per cent of what the professor has handed out to him, and more upon his ability to see clearly for himself. As an evidence of such vision and insight these educators would ask some expression in poem, novel, architect's plans, scheme for social, industrial, or economic adjustment, some discovery or invention, or other adaptation to human use of some truth of science.

This point of view,—that it is the chief object of education to develop eye-sight,—of course has encouragement from many educators who take no such radical stand as that just mentioned.

The best eyes to be found in the life of our world are the eyes of the artist, of the scientist, and of the prophet. These are the seers. In them we behold eye-sight at its best; in them we see the kind of eyes that all of us need if we are to live life at its highest.

With this in mind let us take a glance into the great areas of interest and achievement represented by these three classes of men and women.

I

First of all let us look into the field of art.

There is the painter. His skill as an artist is not primarily a skill of hand. There is first of all a skill of eye. If he be a great painter he sees much that most of us miss,—the glance of the eye, the radiance of the lip, the arrested motion of the hand, the curdling foam upon a broken wave, the freshness of upturned sod, the stillness of a mid-day rustic scene.

In Leonardo's "Mona Lisa" the artist has caught an expression that is forever arresting and engaging,—though of course it is not universally appreciated. A woman once remarked: "I do not see why people make such a to-do over that picture. It has just the silly expression I always have when I have my picture taken." It is probable that had we been looking over the artist's shoulder as he worked at his canvas the majority of us would have let that expression upon the face of the subject pass unnoticed. Leonardo's eye caught it, and his hand reproduced it.

One writing of his visit to a museum to see a collection of Ruskin mementos reported that the single object which most captured him was a little pencil sketch of a pine twig. Here was evidence of Ruskin's ability to see, and to see where most of us are blind.

What is true of drawing and painting is equally true of the art of poetry. The poets also are eyes for the world. What to the matter-of-fact was only the uninteresting church-yard of a rustic village, to the poet's eye and imagination was possibly the repository of the potentially great.

Some village Hampden, that, with dauntless breast,
The little Tyrant of his fields withstood,
Some mute, inglorious Milton here may rest,
Some Cromwell guiltless of his country's blood.

Or again: Recall "The Incident of the French Camp." The wounded messenger, who, himself, had planted the flag of victory in the market place of the captured city, has brought to Napoleon news of the victory.

The chief's eye flashed; but presently
Softened itself, as sheathes
A film the mother-eagle's eyes
When her bruised eaglet breathes;
"You're wounded!" "Nay!" the soldier's pride
Touched to the quick, he said:
"I'm killed, Sire." And his chief beside,
Smiling, the boy fell dead.

The prosaically-minded would have seen only a boy dying in the line of duty. The poet saw the lad's pride and satisfaction in his sacrifice for his commander and put it all in that word "smiling"—"And his chief beside, Smiling, the boy fell dead."

Now I hold that it is the business of the college to strive to give to those who seek her halls the eyes of the artist,—eyes sensitive to beauty, to grace, to strength, to life,—and eyes that have their powers extended in imagination. Not many of her students will be able to translate their vision into a great work of art; but to enjoy the beauty and truth which underlie all art may be the lot of every one. Few will be able to equal Joyce Kilmer's poem beginning:

I think that I shall never see
A poem lovely as a tree.

But to see a tree is a greater thing than to write the poem, if one could indeed write it without seeing the tree. The joy of many a happy hour for us may be rooted in the moment when we really saw a tree as she "lifts her leafy arms to pray."

With eyes that can see, one needs to possess fewer things than many a man thinks. The landscape often affords its greatest joy, not to the person with the title-deed,—who incidentally must pay the taxes,—but to the one with eyes to see its beauty. But because we see so little in what we do possess and in what is about us, we think we must be ever adding more and different things to our possessions, until "we live in a kind of mental ten-cent store, our minds cluttered with gear."

II

Let us glance at the place of vision in the realm of science. Science would be an utter impossibility without eyes. Its method is observation. It has been called "organized seeing." That which the scientist observes he records and seeks to organize and correlate. But the worth of all his conclusions is dependent upon the accuracy with which he observes the facts. The great masters of science have been the men who could see the most in the data before them. Often the data has been very meager—such as that of the planetary system 250 B. C.,—but in it Aristarchus of Samos is said to have seen the evidence that the earth turns around the sun. A lamp was casually swinging in the Cathedral at Pisa,—but in that simple and common-place occurrence the trained eye of Galileo caught the measured regularity of the vibrations, and was led to conclude that a simple pendulum might become an agent in the exact measurement of time. This discovery he successfully utilized in making an astronomical clock.

The great chemist Scheele was one day examining black oxide of manganese. He observed that when muriatic acid was poured upon it, a greenish-yellow gas was given off, that affected his eyes, nose, throat and lungs in most disagreeable ways. With the eyes of a true scientist he continued to observe until he had discovered the familiar chlorine,—the great bleacher and disinfectant.

Here again I hold that it is the duty of the college not so much to give to the student a mass of scientific information, as it is to awake in him the scientist's faculty for seeing. It is not to be expected that many of those sent forth will greatly extend the frontiers of science, but it is expected that all of them shall learn the scientific method, that all of them shall have their eyes trained for wide and accurate observation. It is expected that they shall have their eyes opened to all of the facts and not simply to those for which they have a peculiar liking; and it is expected that they shall be able to look with interest and enthusiasm even upon the common-place things in life.

Van Loon, whom I have already quoted, in an article in the Wisconsin Alumni Magazine, writes: "Shall I send my two boys to

college? . . . I have asked myself the question, 'College for two?' and the answer is a flat 'No.' For our modern college is neither one thing nor the other, but it is everything that it should not be. And until it shall have caught up with the times, my boys had better go lobster fishing with Jack Mulhaley. Jack is not familiar with the split infinitive or the unsplit infinitive, but he does know lobsters. And he can talk of them with feeling and enthusiasm. What else is necessary to turn his little boat into a true university?"

Now there is no need for such snubbing of our colleges by Mr. Van Loon on behalf of the young Loons; but Jack Mulhaley's boat, where lobsters are talked of with feeling and enthusiasm, may be a place to get the eyes of the scientist; and certainly every college ought to be such a place.

III

Let us turn to religion. Here eyes are as essential as in the realm of Art and of Science. The great men of religion have been the prophets. The word "prophet" we have narrowed to mean "prognosticator," "predicter." That is not the true meaning of the word. The prophet is the man who speaks for God, because he has eyes with which to see God and His ways with men.

He who is the chief glory of the line of prophets,—and who was more than a prophet,—was the Master Seer of all. And what eyes He had!—eyes for nature, eyes for man, eyes for God. He looked upon the wonders of nature with deep interest and delight; and He viewed her with accuracy and with imagination. He looked upon man with truest sympathy and understanding; and ever His eyes were open to catch a glimpse of God. His life was filled with sorrow and tragedy. There came to Him pain, disappointment, and a cruel death; but in them all He ever had an eye for God.

There are two great words that are the bulwarks of this teaching; they are Love and Faith. In both of them sight is preëminent.

We are told,

Love is blind, and lovers cannot see
The petty follies that themselves commit.

But there is a deeper truth than that. Love sees what indifference or opposition cannot see. Love sees the lovable, hidden perhaps beneath a forbidding exterior but none the less real. Love has the gift of noticing those little things which if overlooked make for so much unhappiness in our daily lives. Love can see the deep need in a seemingly satisfactory situation. It was love that wept over Jerusalem for it saw even in that day of prosperity and peace Jerusalem's deep-lying need and impending doom.

The mind has a thousand eyes,
And the heart but one;
Yet the light of the whole life dies
When love is done.

The other great word of this Master Seer was faith. Faith like love is dependent upon vision. Men sometime speak of "blind faith," but that expression is a contradiction in terms. Faith does not see less than does doubt or unbelief,—faith sees more, and on that projects its life. The dawn of faith in a Christian's life is often heralded by the words, "I see! I see!" This is figurative language, to be sure, but it describes, as well as words can, the experience that comes in that moment of illumination. The life of faith calls for heroic venture; but it is not, as is sometimes imagined, in spite of evidence, but in spite of immediate consequences. "Here I stand," says Luther, "I cannot do otherwise. God help me." There is a man, not with eyes shut, but with eyes open; not blind, but seeing,—and seeing so clearly the reality of God that he scorns the immediate peril in which he stands.

The Christian college must strive to give to her students the eyes of the prophet,—not that many of them will become public heralds of their vision, though God grant that some of them may,—but that all of them may have opened in their heads and hearts the eyes of love and faith.

The richest and fullest life comes only to those who see with the eyes of love. Those about us and the world at large must be seen with such eyes if they are to be properly understood and helped by us.

Francis Thompson, who suffered and starved in the streets of London, looked upon his city with love's deep sympathy. He wrote:

"I see a region whose hedge-rows are set to brick; whose soil is chilled to stone; where flowers are sold, and women; where men wither, and stars; whose streets to me on the most glittering night are black. For I unveil their secret meaning. I read their human hieroglyphs."

The prophet's eyes of faith are not less essential to us than his eyes of love. God writes his messages to us in all of our experiences, if only we have eyes to read them. "Ours," says John Oman, "is to be the blessedness of the prophet, the man determined to see 'the goodness of the Lord in the land of the living,' to let no event go till it bless him." With the eyes of faith we see the Lord draw near; and then we hear Him say, "It is I; be not afraid."

There is love behind the splendor of the spring,
When the weary winter dies,
And the Lord with laughing eyes
Bids the trembling world arise,
Whispering,
"Did ye think that God was dead?
Nay! my life is warm and red,
And there is no death to dread.
Come and see."

Lord, I pray Thee give my spirit eyes to see,
Through the things of time and space,
All the glories of Thy grace,
The commandment of Thy face
Bidding me
Follow on where Christ had trod,
Though I share the grief of God;
Give me strength to shed my blood,
Lord, for Thee.

Here then is the prime function of the Christian college—to seek to give its students eyes,—eyes of the great seers, eyes of the artist, of the scientist, of the prophet, that seeing they may see and in every wise understand. Surely such was the purpose of the noble founders of this college; and surely only with such an aim can she be worthily called Christian, after Him who began His ministry with the announcement that He had come to give sight to the blind, and who

closed His ministry with the promise to send the Holy Spirit, who should lead His followers into all truth.

Earth's crammed with heaven,
And every common bush afire with God;
And only he who sees takes off his shoes,
The rest sit around it and pluck blackberries.

HONOR ROLL

FIRST SEMESTER, 1930-31

FIRST HONOR

HELEN LOUISE ABERNETHY

LILLIAN FLORENCE ALDRIDGE

BESSIE CHRISTINE ALLEN

EVELYN KING BARKER

ALICE ELIZABETH BEAVERS

KATHERINE O'BRIAN BLALOCK

ELIZABETH GREGORY BOOMHOUR

ANNIE GERTRUDE BOSTIC

MARGARET BRIGGS

SARAH WOOTEN BRIGGS

MARTHA CASTLEBURY

LOUISE CLARK

EVANGELINE COLE

GEORGIA COWAN

FRANCES ROWENA COX

VIRGINIA CRAWFORD

MARY FLORENCE CUMMINGS

ETHEL DAY

MARGARET FRANCES DODD

VIRGINIA GARNETT

LUCY GLENN GILL

KATHLEEN GOODWYN

FRANCES GRAY

FRANCES LUCILE JOHNSON

LILLIAN JOHNSON

ELEANOR LAYFIELD

ELIZABETH LAYFIELD

MARY PETTIGREW LEE

NANCY WILLIAMS LEWIS

DORIS LINEBERRY

MARY YARBOROUGH MCADEN

KITTIE MAKEPEACE

EDWINA MARTIN

FRANCES BURNS MAYNARD

DOROTHY GERTRUDE MERRITT

VIDA BROWN MILLER

ISABEL MORGAN

BLONDIE MORSE

MARGARET OLMSTED

VELMA PRESLAR

TEMPIE PORTER RICKS

COSTA ADELE ROGERS

HALLIE MAE ROLLINS

ROBERTA ELOISE SELEY

ANNE EGERTON SIMMS

JEAN SIMPSON

FRANCES OMELIA SORRELL

JUANITA SORRELL

ANNE BUNCH THACKER

MARY IRENE THOMAS

MARGARET TILGHMAN

LILY SNEAD VARSER

BEATRICE VOGEL

DORIS WEAVER

BEULAH WHITBECK

CAROLYN LAMAR WRAY

SECOND HONOR

MARTHA ANNIS ABERNATHY	MARGARET LUCAS
ELIZABETH AYSUE	LOUISE MACMILLAN
NELLIE ELIZABETH BOOKER	CHARLOTTE MAKEPEACE
RUTH TOLSON BRITT	SUSANNAH MERCER
SALLIE COUNCIL	MADELINE MAY
BEATRICE COX	MINNIE MAE MITCHEM
ARLINE DANIEL	LOUISE MUMFORD
KATHLEEN DURHAM	LOTTIE BELLE MYERS
MARY ELIZABETH ELAM	FRANCES PATE
MILDRED GOODWIN	GRACE IONE SALES
MATTIE ELIZABETH HARRIS	RUTH MELVILLE SAMPLE
HAZEL BURNETTE HUNT	MARY ADELE SANDERS
SARAH ELIZABETH JENKINS	CHRISTINE SLEDGE
MARY ELIZABETH KEMP	MIRIAM TATEM
MABEL WATSON KENYON	DOROTHY TAYLOR
GERTRUDE HARRIS KING	SUSANNE TUCKER
MAMIE LEE KIMBALL	VERONA ALLRED WEST
ELEANOR BRIDGES LAMM	

POINTS

<i>No. of Classes per week</i>	<i>Points for first honor</i>	<i>Points for second honor</i>
12	27	22
13	29	24
14	31	26
15	33	28
16	35	30
17	37	32
18	40	34

GRADES

- A, gives 3 points per semester hour of credit
 B, gives 2 points per semester hour of credit
 C, gives 1 point per semester hour of credit
 D, gives 0 point per semester hour of credit
 E, gives —1 point per semester hour of credit
 F, gives —2 points per semester hour of credit

SERIES 24

MARCH, 1931

No. 3

MEREDITH COLLEGE

RALEIGH, N. C.

QUARTERLY BULLETIN



THIRTY-SECOND CATALOGUE NUMBER
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1931

JANUARY	APRIL	JULY	OCTOBER
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FEBRUARY	MAY	AUGUST	NOVEMBER
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1932

JANUARY	APRIL	JULY	OCTOBER
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Calendar for the Year 1931-1932

Sept.	8.	Tuesday	12:00 noon. Matriculation of new students. 2:00 p.m. Assignment of all new students to Faculty advisers. Conferences with new students.
Sept.	9.	Wednesday	9:00 a.m. Matriculation and Registration of new students. Examinations for making up conditions of last semester.
Sept.	10.	Thursday	9:00 to 3:00. Matriculation and Registration of former students.
Sept.	11.	Friday	LECTURES and CLASS WORK begin.
Nov.	26.	Thursday	THANKSGIVING DAY, a holiday.
Nov.	30.		Applications and schedules of students who are to take examinations for making up conditions are to be filed in the Dean's office.
Dec.	19.	Saturday	12:00 noon. CHRISTMAS RECESS begins.
Jan.	4.	Monday	12:00 noon. CHRISTMAS RECESS ends.
Jan.	11-16.		Students must submit to the Dean their schedules of work for the second semester. FIRST SEMESTER examinations.
Jan.	27.	Wednesday	MATRICULATION and REGISTRATION of all stu- dents for the second semester. 9 a.m. to 3 p.m.
Jan.	28.	Thursday	LECTURES and CLASS WORK of second semester begin.
Feb.	5.	Friday	FOUNDERS' DAY.
March	24.	Thursday	12:00 noon. Spring holidays begin.
March	29.	Tuesday	12:00 noon. Spring holidays end.
April	25.		Applications and schedules of students who are to take examinations for making up conditions of the first semester are to be filed in the Dean's office.
May	13-20.		Students must submit to the Dean their sched- ules of work for 1932-1933.
May	23-28.		SECOND SEMESTER examinations.
May	28-31.		COMMENCEMENT.

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Terms Expire 1933

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ROBERT NIEWANA SIMMS.....	Raleigh
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WILLIAM ANDREWS AYERS.....	Forest City

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JOSEPH RUFUS HUNTER
WALTER HERBERT WEATHERSPOON

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ROBERT NIRWANA SIMMS, *Chairman*
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WILLIAM ATHA THOMAS
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Officers of Administration

CHAS. EDWARD BREWER, A.M., PH.D., LL.D.

Wake Forest College, A.M.; Graduate Student, Johns Hopkins University; Cornell University, Ph.D.; Baylor University, LL.D.

PRESIDENT

J. GREGORY BOOMHOUR, A.B., A.M.

Colgate University, A.B.; University of Chicago, A.M.

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*GRACE E. LAWRENCE

Student, North Carolina College for Women, University of North Carolina, and Columbia University

DEAN OF WOMEN

CAROLINE ROBINSON BIGGERS, A.B.

Meredith College, A.B.; Graduate Student, University of North Carolina

ASSISTANT DEAN OF WOMEN

FULLER BROUGHTON HAMRICK, A.B.

Wake Forest College, A.B.; Student, University of Tennessee

BURSAR

GERTRUDE ROYSTER SORRELL

Graduate of St. Mary's School; North Carolina College for Women; Special Student of Physical Training at Trinity College, Columbia, and Yale

DIRECTOR OF PHYSICAL EDUCATION

MARGARET FORGEUS, A.B.

Bucknell University, A.B.; Drexel Institute Library School

LIBRARIAN

MAE FRANCES GRIMMER

Meredith College Diploma in Music

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Meredith College, A.B.

RELIGIOUS SECRETARY

RITCHIE ANDERSON, A.B.

Winthrop College, A.B.

DIRECTOR OF PLAY LIFE

LATTIE RHODES

Coker College

SECRETARY TO THE PRESIDENT

*Leave of absence 1930-31.

ANNE McCANLESS
SECRETARY TO THE BURSAR

MARY FRANCES WELCH, B.S.
Hillman College, B.S., Graduate of School of Home Economics and Dietetics of
Battle Creek Sanitarium
DIETITIAN

ANNIE LEE WHITE
HOUSE DIRECTOR

MRS. BEULAH WRIGHT COOPER
STEWARDESS FOR THE MEREDITH CLUB

MRS. OCTAVIA SCARBOROUGH NORWOOD
NURSE

Faculty of Arts and Sciences

ELIZABETH DELIA DIXON CARROLL, M.D.
Woman's Medical College of the New York Infirmary
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LEMUEL ELMER McMILLAN FREEMAN, A.B., A.M., B.D., Th.D.
Furman University, A.B.; Harvard University, A.M.; Newton Theological Insti-
tute, B.D.; Southern Baptist Theological Seminary, Th.D.; Student
University of Chicago
PROFESSOR OF RELIGION

CATHERINE ALLEN, A.B., A.M.
Oberlin College, A.B., A.M.; Postgraduate Student, University of Chicago,
Harvard University, University of Berlin, The Sorbonne
PROFESSOR OF MODERN LANGUAGES

J. GREGORY BOOMHOUR, A.B., A.M.
Colgate University, A.B.; University of Chicago, A.M.
PROFESSOR OF PHYSICS

ERNEST F. CANADAY, A.B., A.M.
William Jewell College, A.B.; University of Missouri, A.M.
PROFESSOR OF MATHEMATICS

SAMUEL GAYLE RILEY, A.B., A.M.
Princeton University, A.B., A.M.
PROFESSOR OF HISTORY AND ECONOMICS

LULA GAINES WINSTON, B.S., Ph.D.
Richmond College, B.S.; Johns Hopkins University, Ph.D.
PROFESSOR OF CHEMISTRY

JULIA HAMLET HARRIS, Ph.B., A.M., Ph. D.

University of North Carolina, Ph.B.; Cornell University, A.M.;
Yale University, Ph.D.

PROFESSOR OF ENGLISH

LENA AMELIA BARBER, B.S., A.B., M.S.

Adrian College, B.S.; University of Michigan, A.B., M.S.; Fellow in Botany in
Graduate School, University of Missouri

PROFESSOR OF BIOLOGY

ELLEN DOZIER BREWER, A.B., B.S., A.M.

Meredith College, A.B.; Columbia University, B.S., A.M.

PROFESSOR OF HOME ECONOMICS

HELEN PRICE, A.B., Ph.D.

Swarthmore College, A.B.; University of Pennsylvania, Ph.D.

PROFESSOR OF LATIN AND GREEK

MALLOY ALTON HUGGINS, A.B., A.M.

Wake Forest College, A.B., A.M.; University of North Carolina, A.M.; Graduate
Student, Columbia University, The Sorbonne, Alliance Francaise

PROFESSOR OF EDUCATION

MARY LYNCH JOHNSON, A.B., A.M., Ph.D.

Meredith College, A.B.; Columbia University, A.M.; Cornell University, Ph.D.

ASSOCIATE PROFESSOR OF ENGLISH

MARY LOUISE PORTER, Ph.B., A.M., Ph.D.

University of Chicago, Ph.B.; Cornell University, A.M., Ph.D.; Student Harvard
University; Oxford, England; Alliance Francaise, Paris

ASSOCIATE PROFESSOR OF MODERN LANGUAGES

LOIS ASHLEY PEARMAN, B.S., A.M.

Winthrop College, B.S.; Columbia University, A.M.

ASSOCIATE PROFESSOR OF HOME ECONOMICS

NETTIE SOUTHWORTH HERNDON, A.B., A.M.

West Virginia University, A.B., A.M.; Graduate Student, University of Chicago

ASSISTANT PROFESSOR OF HISTORY

LILLIAN PARKER WALLACE, A.B., M.S.

University of Denver, A.B.; North Carolina State College, M.S.; Graduate Student,
University of North Carolina

ASSISTANT PROFESSOR OF HISTORY

FLORENCE MARIAN HOAGLAND, A.B., A.M.

Cornell University, A.B.; Columbia University, A.M.

ASSISTANT PROFESSOR OF PSYCHOLOGY AND PHILOSOPHY

ISAAC MORTON MERCER, A.M., Th.M., D.D.

University of Richmond, A.M.; Southern Baptist Theological Seminary, Th.M.;
University of Richmond, D.D.

ASSISTANT PROFESSOR OF RELIGION

MABEL ACHSA BARKLEY, B.S., A.M.

Peabody College, B.S., A.M.

ASSISTANT PROFESSOR OF BIOLOGY

MARY JAMES SPRUILL, A.B., A.M.

University of North Carolina, A.B., A.M.; Graduate Study, Columbia University
and University of North Carolina

ASSISTANT PROFESSOR OF ENGLISH

MARY YARBROUGH, A.B., A.M.

Meredith College, A.B.; North Carolina State College, A.M.; Graduate Study,
Columbia University

ASSISTANT PROFESSOR OF CHEMISTRY

DORIS KATHERINE TILLERY, A.B.

Meredith College, A.B.; Graduate Student, University of Chicago and Duke
University

INSTRUCTOR IN MATHEMATICS

ALICE BARNWELL KEITH, B.S., M.S.

Columbia University, B.S.; University of Tennessee, M.S.

INSTRUCTOR IN HISTORY

CAROLYN ARNOLD PEACOCK, A.B.

Meredith College, A.B.; Graduate Study, Oberlin College

INSTRUCTOR IN ENGLISH

HESTA KITCHIN, A.B.

Meredith College, A.B.

INSTRUCTOR IN LATIN

THELMA MACINTYRE, A.B., A.M.

University of Kentucky, A.B., A.M.; Graduate Student, Cornell, Harvard,
University of Pittsburgh

INSTRUCTOR IN BIOLOGY

ETHEL DAY

INSTRUCTOR IN FRENCH

Faculty of Department of Art

IDA ISABELLA POTEAT

New York School of Fine and Applied Arts; Cooper Union Art School, New York;
School of Applied Design, Philadelphia; Pupil of Mounier; Chase Class, London

PROFESSOR OF ART

MARY H. TILLERY

Meredith College, Diploma in Art; Graduate Study in Pennsylvania Academy of
Fine Arts

ASSOCIATE PROFESSOR OF ART

Faculty of Department of Music

ISAAC LUCIUS BATTIN, A.M., BAC.MUS., F.A.G.O.

Swarthmore, A.B., A.M.; University of Pennsylvania, Bac.Mus.; Fellow of the American Guild of Organists; Graduate Study, University of Michigan; Piano with Louis Bailey, Joseph W. Clarke; Theory and Composition with George Alex. A. West, H. Alexander Matthews, Earl V. Moore; Organ with Geo. Alex. A. West, Ernest White, Charles M. Courboin, Palmer Christian

PROFESSOR OF MUSIC

MAY CRAWFORD

Graduate, Brownell Hall, Omaha, Nebraska; Student, University of Nebraska School of Music; four years in Paris; Piano with Wager Swayne; Harmony and Analysis with Campbell Tipton; Solfeggio and Theory with Emile Schvartz of Paris Conservatoire; Pupil of Harold Bauer

ASSOCIATE PROFESSOR OF PIANO

CHARLOTTE ELIZABETH ARMSTRONG

New England Conservatory, Boston; Institute of Musical Art, New York City; Pupil of Felix Winternitz, Anton Witek, Charles Martin Loeffler; Orchestration, Stuart Mason, Boston University, and Paul Stoeving; History of Music with Glenn Gildersleeve and Waldo S. Pratt

ASSOCIATE PROFESSOR OF VIOLIN

ETHEL M. ROWLAND

Diploma Boston Normal School; Voice work with Leverett B. Merrill of Boston, Herbert W. Greene, New York, and Harmony with Osborne McConathy; Certificate in Public School Music from Silver Burdette Summer School; Courses in Harvard Summer School in Appreciation of Music

ASSOCIATE PROFESSOR OF VOICE

MARTHA CAROLINE GALT, A.B.

Shorter College, Diploma in Piano, and A.B. Degree; Graduate Work in Piano, Shorter College; Pupil of Heinrich Pfizner and Rudolph Ganz; Pupil of Sigismond Stojowski, Piano; Pupil of Walter Peck Stanley, Organ

ASSISTANT PROFESSOR OF PIANO

VIRGINIA BRANCH

Meredith College, Diploma in Piano; Pupil of Edwin Hughes

INSTRUCTOR IN PIANO

ALVERDA ROSEL

Graduate in Piano under Marcian Thalberg, Cincinnati Conservatory of Music, 1925; Violoncello with Karl Kirksmith, Alfred Wallenstein, and Hans Hess; Summer Master School American Conservatory of Music, Chicago; Composition with Helen Dallam Buckley; Orchestration with Olaf Andersen

INSTRUCTOR IN VIOLONCELLO

WILLIAM ARTHUR POTTER

Graduate, Columbia School of Music; Harmony with Harold Morriott; History with Cyril Graham; Conducting with George Dasch; Public School Music with Letha McClure; Director of Music in the Public Schools of Raleigh

LECTURER IN PUBLIC SCHOOL MUSIC

MRS. MARGARET HIGHSMITH BROWN, B.M.

Southern Conservatory of Music, B.M.; Graduate, American Institute of Normal
Methods; Public School Music under Hollis Dann, Wade R. Brown, Blinn
Owen; Supervisor of Music in the Grade Schools of Raleigh

LECTURER IN PUBLIC SCHOOL MUSIC

Student Assistants

MYRTLE BARROW

MARGARET LUCAS

STUDENT ASSISTANTS IN BIOLOGY

ALICE BEAVERS

EVANGELINE COLE

FANCES SORRELL

STUDENT ASSISTANTS IN CHEMISTRY

BERTIE EARP

(Fall Semester)

MARY HENLEY

MELBA HUNT

LILLIAN BELLE JENKINS

(Spring Semester)

DOROTHY LAWRENCE

GRACE LAWRENCE

(Spring Semester)

VELMA PRESLAR

MARY SHEARIN

ELIZABETH STEVENS

STUDENT ASSISTANTS IN LIBRARY

FRANCES COX

HELEN DOZIER

STUDENT ASSISTANTS IN PHYSICAL EDUCATION

Faculty Committees

Advanced Standing—MISS JOHNSON, MR. BOOMHOUR, MISS BARBER,
MR. CANADAY.

Appointments—MR. HUGGINS, MISS POTEAT, MR. BATTIN.

Athletics—MRS. SORRELL, MISS ANDERSON, MISS D. TILLERY.

Bulletin—MISS HARRIS, MISS PORTER, MRS. WALLACE.

Catalogue—MR. BOOMHOUR, MR. CANADAY, MISS JOHNSON.

Classification—THE DEAN, with the heads of the departments.

Executive—PRESIDENT BREWER, DEAN BOOMHOUR, DEAN OF WOMEN,
MISS JOHNSON, MISS ALLEN, MISS POTEAT.

Lectures—MR. RILEY, MISS WINSTON, MISS HARRIS.

Library—MR. FREEMAN, MISS ALLEN, MISS BREWER, MISS HARRIS,
MISS M. TILLERY.

Public Functions—MISS BIGGERS, MRS. SORRELL, MISS WHITE.

Concerts—MR. BATTIN, MISS CRAWFORD, MISS ARMSTRONG.

Officers of the Alumnae Association, 1930-1931

President—MRS. BENJAMIN W. PARHAM, '14.....Oxford, N. C.

Vice-President—MRS. RANDOLPH BUTLER, '18.....Rocky Mount, N. C.

Recording Secretary—MRS. WM. L. WYATT, '09.....Raleigh, N. C.

Commencement Speaker—MRS. C. E. TAYLOR, '22.....Greenville, N. C.

Alternate Speaker—MARY HERRING, '27.....Fuquay Springs, N. C.

General Alumnae Secretary and Treasurer—MAE GRIMMER, '14,
Meredith College, Raleigh, N. C.

Meredith College

Foundation

Meredith College, founded by the Baptist State Convention of North Carolina, was granted a charter by the State Legislature in 1891, and was first opened to students on September 27, 1899. It is named Meredith College in honor of the Reverend Thomas Meredith, for many years a noted leader of the Baptist denomination in North Carolina. This name is especially appropriate, for Thomas Meredith presented a report to the Baptist State Convention of 1838 strongly recommending the establishment of an institution in Raleigh for the higher education of women.

Location

Meredith College is admirably located near the western boundary of the city of Raleigh. That Raleigh is an educational center is clearly shown by the number of schools and colleges located in its midst. The city is situated on the edge of a plateau which overlooks the coastal plain, and is 365 feet above the sea-level; thus it is favorably affected both by the climate of the seacoast and by that of the mountains. The site on which stand the buildings of Meredith College is 470 feet above the sea-level, and contains 130 acres of land. State highways numbers 10, 90, and 50 pass through the southern edge of the property, and there is a frontage of 1,800 feet on the Seaboard and Southern railroad tracks. Water is secured from the city of Raleigh; it is of excellent quality and is tested regularly by experts.

There are two groups of college buildings. One group consists of permanent, fireproof structures, and provides four dormitories, a library and administration building, and a dining room and kitchen building. The dormitories are three stories in height, and will accommodate one hundred and twenty-five students each. The dormitories are so arranged that there is a bathroom between

each two living rooms. Each living room provides for two students, and there is a separate closet for each occupant.

The other group of buildings consists of four temporary structures. One of these provides for auditorium and music studios and practice rooms. A second one has accommodations for the science departments. The equipment in these laboratories is the best that can be procured. A third building in this group provides classrooms and offices for other departments. The fourth building is a gymnasium, well equipped for its purpose.

Laboratories

Laboratories are furnished with water and gas, together with necessary supplies for individual work in chemistry, physics, biology, and home economics.

The State Museum, to which additions are continually being made, is of much service to the department of science.

Library

The library is in charge of a trained librarian, and is scientifically classified and catalogued.

There are 15,900 volumes and 3,700 pamphlets in the library. These have been selected by heads of departments, and are in constant use by students. One hundred and sixty-nine magazines, forty-eight college magazines, and fourteen newspapers are received regularly throughout the college year.

In addition to the library of Meredith College, the Olivia Raney Library and the State Library are open to students. The State Library offers to students of American history unusual advantages in North Carolina and Southern history.

Religious Life

All regular students are required to attend the chapel services each day. All boarding students except seniors are required,

also, to attend Sunday school and church services each Sunday morning, five absences without excuse being allowed during the year.

The Baptist Student Union Cabinet is the connecting link for all of the religious organizations of the college. The president of each of these organizations is a member of this cabinet, and in this way the interest of each is conserved and all are mutually helpful.

The Young Woman's Auxiliary has an independent corps of officers and maintains a definite denominational affiliation. All missionary contributions are directed through denominational channels, gifts to the denominational unified program being made through home churches, and reported to the treasurer of the Young Woman's Auxiliary. Its meetings occur every Sunday evening, with one of the ten circles in charge of the program.

The ten B. Y. P. U.'s meet every Wednesday evening. They reach every member, and serve as the connecting link between the college religious life and the home.

Classes in Mission study and in Sunday School Teacher Training, under the direction of members of the faculty and students, pursue systematic courses of study, the aim of which is to give the student a more thorough knowledge of mission methods and to fit each one for an efficient, intelligent work in Sunday school.

During the past year there have been two bands of Student Volunteers, one for work on foreign fields, the other for work in the homeland. Each of these bands is represented in the Baptist Student Union Cabinet by its president.

Government

A system of student government prevails in the college, the basis of which is a set of regulations agreed to by faculty and students. The executive committee of the Student Government Association has general oversight of order and deportment among the students. An advisory committee from the faculty, how-

ever, assists the students in the solving of difficult problems. The restrictions imposed by this system of government are believed to be only those which will tend to bring about a normal, wholesome student life; and any who are not willing to be guided by them should not apply for admission to the college.

Recognition

Meredith College is a member of the Association of Colleges and Secondary Schools of the Southern States. Graduates who hold the Bachelor of Arts degree are eligible for full membership in the American Association of University Women. Meredith College is also on the list of colleges approved by the Association of American Universities.

Hygiene and Care of the Sick

A well equipped infirmary, under the direction of an efficient nurse, is maintained for the benefit of students unable to attend regular work on account of sickness.

The physician in charge holds office hours at the college, at which time students may consult her upon all subjects of hygiene or concerning their personal health. The general laws of health are enforced as far as possible. It is the purpose of the college physician to prevent sickness by means of the knowledge and proper observance of hygienic conditions. The diet of the sick is under the direction of the physician and nurse. Once a week during the year the physician in charge lectures to the students on general hygiene. Students are required to attend these lectures.

Literary Societies

There are two literary societies: Philaretian and Astrotekton, meeting every Monday evening. These societies are organized to give variety to the college life and to promote general culture.

For method of determining society membership, see the Student Government Handbook.

In each society there is offered a memorial medal for the best English essay. The Carter-Upchurch medal of the Astrotekton Society is the gift of Mr. Paschal Andrews Carter, of New York City. The Minnie Jackson Bowling medal of the Philaretian Society is given by Dr. Edward Holt Bowling, of Durham.

It is believed that secret societies are undemocratic and will detract from the interest and value of the literary societies. The organization of sororities or clubs of any sort is, therefore, prohibited.

College Publications

By the College

The Bulletin.—This is the official publication of the College, and appears quarterly. It will be mailed to any address regularly upon request to the President.

By the Students

The Acorn.—This is the monthly magazine of the students. It will be mailed to any address upon receipt by the Business Manager of the subscription price—two dollars and fifty cents.

Oak Leaves, the College Annual, is published by the Literary Societies. Any one desiring a copy should communicate with the Business Manager of the Annual.

The Twig.—Published twenty-five times a year by the students. Communications should be addressed to the Business Manager of *The Twig*.

Expenses

*Per
Semester*

Board, literary tuition, room (with light, heat, and water),
and other college fees.....\$240.00

The room reservation fee of \$10.00, paid before assignment of
room, is included in the above charges, and will be credited on the
semester's account.

PAYMENT OF FEES, SESSION 1931-1932

At Fall Semester Matriculation:

By resident students.....\$120.00
By day students 30.00
By special students, one-half of semester's fees.

On November 10, by all students, balance of account for fall semester.

At Spring Semester Matriculation:

By resident students.....\$120.00
By day students 30.00
By special students, one-half of semester's fees.

On March 31, by all students, balance of account for spring semester.

Departmental fees are extra, as follows:

*Per
Semester*

Piano	\$37.50	\$45.00
Organ		45.00
Violin		45.00
Voice	\$35.00, \$37.50	45.00
Art		35.00
Art studio		2.50
Single lessons in art.....		2.50
Chemical laboratory fee.....		2.50
Biological laboratory fee.....		2.50
Physics laboratory fee.....		2.50
Cooking laboratory fee.....		7.50
Sewing laboratory fee.....		1.00
Use of piano one hour daily.....		4.50
For each additional hour.....		2.25
Use of pipe organ, per hour.....		.25
Laundry (flat work only).....		5.00

Expenses of Day Students

*Per
Semester*

Tuition\$ 60.00

Library fee 2.50

Departmental fees are extra, according to courses taken.

See statement of departmental fees above.

Expenses of Special Day Students

*Per
Semester*

For one-class course.....\$ 20.00

For two-class course..... 40.00

For three-class course..... 60.00

Subjects with laboratory courses require payment of laboratory fees.

Graduation fee, including diploma, \$5.00.

Practice teaching fee, \$15.00.

Practice house fee, \$10.00.

If a student withdraws from the institution, or is sent away for misconduct, before the semester expires, no charges for tuition, room rent, or incidental expenses for that semester, and no charges for board for the quarter in which she leaves will be refunded. But in event of sickness of such a nature as in the opinion of the college physician requires the retirement of the student, the charges for board may be refunded from the date of retirement, upon the order of the executive committee; provided that no reduction will be made for absence of less than four weeks.

Teachers remaining during the Christmas recess will be charged regular table board.

The medical fee of \$10.00 meets the charges for the college physician and the college nurse. Any service in addition to this, as well as all prescriptions, will be paid for by the patron receiving the benefit of the same.

The student budget fee is required of all resident students and of all day students taking as many as three subjects. This fee meets all of a student's obligations to the several student organizations, and includes subscriptions to the three student publica-

tions. The fee amounts to \$9.00 and is handled through the Student Government Committee.

Registration

On days of registration at the beginning of each semester each student is required to pay to the bursar the required fee, and show receipt for same to the dean at the time of registration. Matriculation and registration are not completed until the course of study for the semester is approved by the dean.

No student may enter any class at the beginning of either semester until she has paid the required fee.

Any student who fails to register with the dean at the appointed time will be required to pay the bursar an additional fee of \$1 and to show receipt for the same to the dean. This special fee of \$1 will be required of those who are late in entering as well as those who neglect to arrange their courses with the dean, and will not be deducted from any bill. For time of registration, see page 28.

To secure rooms, application must be accompanied by a deposit of \$10. No definite room can be assigned except at the college office. Any preference in rooms will be given in the order of application.

Admission Requirements

Fifteen units are required for admission to Meredith College. Students must meet the specific requirements of the course in which they seek a diploma or degree.

Students are admitted to the college either (*A*) by certificate or (*B*) by examination.

A. The fifteen units offered for entrance must be certified by the principal of an accredited high school. A student who wishes to apply for admission by certificate should send to the president for a blank certificate, and have it filled out and signed by the principal of the school she is attending. This certificate should be filled out by the high-school official as soon as the final grades of the high-school course are determined, and the certificate sent to Meredith College immediately. All certificates should be filed in the president's office before August of the year in which the student wishes to enter.

B. Students who cannot present a certificate from an accredited school will be required to pass examinations before entering the college. Application for taking college entrance examinations should be made to the high-school principal or county superintendent before the middle of April.

A student who presents the fifteen units for entrance, but who is deficient in some part or parts of the prescribed entrance requirements of the course for which she registers, will be allowed to enter the college. A student will be given two units of credit for entrance for a year's course in foreign language in the college. In this way it is possible for a student to make up a deficiency of two units in language, and at the same time keep up her full college work. Deficiencies must be satisfied by the beginning of the third year.

Admission to College Classes

For admission to the freshman class a candidate must offer fifteen units of credit. A unit represents four one-hour recita-

tions or five forty-five-minute recitations a week throughout a secondary school year, and is estimated to be equivalent to one-fourth of the work of one year in the high school.

Every candidate for the A.B. or B.S. degree must offer :

English	4	units
Mathematics { Algebra	1.5	units
{ Plane Geometry	1	unit
Foreign Languages { Latin	2	units
{ French		
{ German		
{ †Spanish		
History.....	1	unit
†Electives	5.5	units
<hr/>		
Total	15	units

The elective units must be chosen from the following: Algebra, Solid Geometry, Trigonometry, Commercial Arithmetic, one-half unit each; History, one to four units; Bible, one unit; Physiology, Physical Geography, Physics, Botany, Chemistry, General Science, Cookery, Commercial Geography, one-half or one unit each; Foreign Language or Languages not counted among required subjects.

Admission to Advanced Standing

A student applying for advanced standing or credit from another institution must present the following information:

(a) A certificate of honorable dismissal from the institution last attended. (b) An official transcript of her record at such institution, together with a catalogue that describes the courses taken. (c) Details of the units offered (or accepted) for college entrance and the name of the high school from which the entrance units were received. All of this information should be sent from the institution last attended to Meredith College at

†Spanish is accepted for entrance, but no Spanish is offered in Meredith.

‡Not more than four half-unit courses will be counted. Not more than two units of vocational subjects will be counted.

least two weeks before the opening of the session. Students who have completed two years of college work must indicate the two majors and the other subjects that they expect to pursue the first semester.

When the candidate comes from an institution belonging to the Association of Colleges and Secondary Schools of the Southern States, or an association of equal rank, she will be given credit for the successful completion of courses that correspond to those offered by Meredith College. After 1931-1932 a candidate coming from any other institution will be required to continue or take an examination in all except one of the departments in which credit is claimed.

The maximum credit that will be allowed for any semester is eighteen hours. Credit for laboratory work will be estimated on the same basis as is allowed for corresponding work in Meredith College.

The maximum credit accepted from a junior college is sixty-six semester hours.

Summer School Credits

The student should have the announcement of the summer school that she is to attend, and should secure the written approval of the heads of the departments for the courses that she plans to take. The names of these courses and the outline of the courses should be filed with the Committee on Advanced Standing before commencement. The student will be advised what credit will be allowed for the proposed summer work.

Definition of Entrance Requirements

ENGLISH (4 units)

The four units of English offered by students from an accredited high school will be accepted. Following the requirements of the National Conference on Uniform Entrance Requirements, the department expects that in all written work the student pay

constant attention to spelling and punctuation, and to the structure of sentences, paragraphs, and whole compositions. In all oral work there should be constant insistence upon the elimination of personal speech-defects, and of obscure enunciation. It is expected that the student be able to read with intelligence and appreciation work of moderate difficulty, and show familiarity with a few masterpieces.

FRENCH (2 units)*

FIRST-YEAR FRENCH (1 UNIT)

A. Careful drill in pronunciation; Fraser and Squair, *French Grammar*, Part I (or its equivalent); reading of 150-200 pages of easy French. Suggested texts for reading:

Bird's *Beginner's French*; Méras et Roth, *Petit Contes de France*; or Guerber, *Contes et Légendes*; Mariet, *La Tâche du Petit Pierre*; Lavis, *Historie de France, Cours Élémentaire*; Ballard, *Stories for Oral French*.

SECOND-YEAR FRENCH (1 UNIT)

B. Fraser and Squair, *French Grammar*, Part II; reading of 300-400 pages of French. Reading from texts selected from the following:

Labiche et Martin, *Le Voyage de M. Perrichon*; or Augier, *Le Gendre de M. Poirier*; George Sand, *Le Mare au Diable*; Lamartine *La Révolution Française*; Mérimée, *Colomba*; Daudet, *Contes Choisis*; Pattou, *Causeries*; *Les Récits Historiques*.

GERMAN (2 units)*

FIRST-YEAR GERMAN (1 UNIT)

A. Drill in pronunciation; Thomas, *German Grammar*. Texts for reading:

Zinnecker, *Deutsch für Anfänger*; Ballard and Krause, *Short Stories for Oral German*; Müller and Wenkebach, *Glück Auf*; Storm, *Immensee*; Wilhelmi, *Einer muss heiraten*; Arnold, *Fritz auf Ferien*; Thomas, *Practical German Grammar*.

*Entrance work in foreign languages exceeding two units may count as elective entrance units.

SECOND-YEAR GERMAN (1 UNIT)

B. Thomas, *German Grammar*, finished (or its equivalent); reading of 300-400 pages of German. For suggested reading texts:

Heyse, *L'arrabiata* or *Das Mädchen von Treppi*; Allen, *Vier Deutsche Lustspiele*; Hatfield, *German Lyrics and Ballads*; Hillern, *Höher als die Kirche*; Wildenbruch, *Das Edle Blut*.

LATIN (4 units)*†

FIRST-YEAR LATIN (1 UNIT)

- (1) A thorough knowledge of forms and principles of syntax.

SECOND-YEAR LATIN (1 UNIT)

- (2) Cæsar, four books. Grammar and constant practice in writing easy Latin sentences illustrating rules of syntax.

THIRD-YEAR LATIN (1 UNIT)

- (3) Cicero, six orations, including the Manilian Law. At least one period a week should be devoted to prose composition.

FOURTH-YEAR LATIN (1 UNIT)

- (4) Vergil, *Æneid*, six books. Study of meter and style. Prose composition, one period a week.

HISTORY (4 units)‡

The candidate may offer as many as four of the following units in history:

(a) Ancient History to the fifth century or to about 800 A.D., or Early European History to about the beginning of the eighteenth century (1 unit).

(b) Mediæval and modern European History, or Modern European History from about the beginning of the eighteenth century (1 unit).

(c) English History (1 unit).

(d) American History (1 unit).

(e) Civics ($\frac{1}{2}$ unit).

*Entrance work in foreign languages exceeding two units may count as elective entrance units.

†The work of schools that follow the recommendations of the report of the Classical investigation will be accepted for any year of high school work.

‡Entrance work in History exceeding one unit may count as elective entrance units.

MATHEMATICS (2.5 units)†

ALGEBRA (1.5 UNITS)

The requirements in algebra include the following subjects: The four fundamental operations of algebra, powers and roots, factors, common divisors and multiples, fractions, ratio and proportions, inequalities, exponents, equations of the first and second degrees with one or more unknown quantities, radicals and equations involving radicals, arithmetical and geometrical progressions, binomial theorem for positive integral exponents.

Pupils should be required throughout the course to solve numerous problems which involve putting questions into equations. It is also expected that the work be accompanied by graphical methods in the solution of equations of all types.

It will require at least one and one-half years with four or five one-hour recitation periods a week to complete this work.

PLANE GEOMETRY (1 UNIT)

The usual theorems and problems of some good textbook in plane geometry, together with a sufficient number of original problems to enable the student to solve such problems readily and accurately.

To be acceptable, the work in plane geometry must cover a full year with four or five one-hour recitation periods a week.

SOLID GEOMETRY ($\frac{1}{2}$ UNIT)

This work should complete the chapters on straight lines and planes in space, prisms and cylinders, pyramids and cones, and spheres. Special emphasis should be placed on applications, the student solving a large number of problems illustrating the theorems of the text.

BIBLE (Elective)

Entrance credit of one unit may be allowed for work in one or more of the following branches of Religious Education: (1) Bible History, (2) Sunday School Pedagogy, (3) Missions.

†An additional half-unit in algebra may be counted towards entrance if sufficient time has been given to the subject. No more than two units will be given for algebra. Solid geometry may be offered as an elective and counts one-half unit.

SCIENCE (Elective)

PHYSIOLOGY AND HYGIENE ($\frac{1}{2}$ UNIT OR 1 UNIT)

The candidate must be familiar with the general structure of the body, digestion, circulation, respiration, and the nervous system.

PHYSICAL GEOGRAPHY ($\frac{1}{2}$ UNIT OR 1 UNIT)

This course should include a detailed study of the land forms and physiographic factors. The course will require at least one year.

PHYSICS ($\frac{1}{2}$ UNIT OR 1 UNIT)

One year's work, including the principles of mechanics, heat, electricity, sound, and light. About one-third of the time should be given to individual laboratory work, which should be reported in carefully prepared notebooks.

BOTANY ($\frac{1}{2}$ UNIT OR 1 UNIT)

The student should acquire a knowledge of plant structure and development; a knowledge of the fundamental principles of plant nutrition, assimilation, growth, and reproduction; and a knowledge of the relation of plants to other living things. A large part of this information should be gained by laboratory and field work.

CHEMISTRY ($\frac{1}{2}$ UNIT OR 1 UNIT)

This course should include the general laws and theories of chemistry and make the student familiar with the occurrence, preparation, and properties of the common elements and their compounds.

GENERAL SCIENCE ($\frac{1}{2}$ UNIT OR 1 UNIT)

This course should serve as an introduction to the study of the various branches of science, and should be based on some standard text.

HOME ECONOMICS ($\frac{1}{2}$ UNIT OR 1 UNIT)

A full unit in cooking will not be given unless a notebook certified by the teacher is presented. A half-unit or a unit in this subject will be allowed, according to the time given to it. Two double laboratory periods will count for two recitations.

General Regulations of Academic Work

Routine of Entrance and Registration

1. *Enrollment.* All students, upon arrival in the city, will report to the office of dean of women and enroll.

2. *Matriculation.* Each semester every student will pay the bursar the required matriculation fee. Days for matriculation are as follows: for the first semester, September 8, 9, and 10; and second semester, January 27.

3. *Registration.* Each semester every student will come to the dean's office, exhibit her matriculation card and have her course of study for the semester approved by the dean. Students must complete registration in the dean's office before three o'clock of the last day of registration. Days for registration: for the first semester, September 8, 9, and 10; second semester, January 27, 9 a.m. to 3 p.m. The penalty for not completing registration on time is an extra fee of \$1.00.

Reports

At the end of each semester a report is sent to the parent or guardian of the student, showing her grade of scholarship and number of absences from recitation and other college duties.

At the close of the first and third quarters parents and students are notified if students are not making satisfactory grades.

The grade of scholarship is reported in letters. A, B, C, and D indicate passing grades; E indicates a condition; F indicates failure and that the subject must be repeated in class. In order to be graduated, the students must make grades high enough to average C on seventy-five semester hours of work.

The college reserves the right to exclude, at any time, a student whose academic standing or conduct it regards as undesirable.

Conditioned Students

Freshmen must offer fifteen units and are not allowed any conditions. Members of other classes may have conditions not exceeding six semester hours.

In art or music, to be classed as a freshman or sophomore, the student may have only a slight condition in the department

in which she majors. No student will be classed as a junior or senior if conditioned in the department in which she majors.

Conditions

A student who is conditioned on any of the work of a semester will be given only one examination for removal of the condition.

Conditions for the work of the first semester must be removed on the first week of the next May, or on Wednesday of the opening week of the next session. Conditions for the work of the second semester must be removed on Wednesday of the opening week of the next session, or on the first week of the next December. If the student does not remove the condition at one of these two times she will be required to repeat the work in class.

A senior who has any condition at the end of the first semester must remove that condition during the last week of the next February. A senior who has any condition on the work of the second semester will be given one opportunity to remove the condition during the first three days of the week following the week of senior examinations.

A senior who does not have all conditions satisfied at the time specified will be dropped from the senior class. She will be given one opportunity to make up each condition at the regular time for making up conditions during the following year, and will be graduated at the next commencement after she has made up all conditions.

No student will receive credit for work in any subject until her conditions or deficiencies in that subject are removed.

No student will be allowed an examination on other dates than those arranged above until she shall have shown to the dean good reason for it and paid to the bursar one dollar for the library fund. In the case of conflict with other college duties, or illness, this fee will be remitted.

The English department may impose a condition in English composition upon a student who hands in to any department a paper which contains gross violations of the fundamentals of English composition.

Requirements for Graduation

To be entitled to a degree or diploma, the student must during her college course prove herself to be of worthy character, and must complete in a satisfactory way the course of work prescribed for the degree or diploma in the school from which she wishes to be graduated. Unless she comes from a senior college approved by the Association of Colleges and Secondary Schools of the Southern States, or by an association of equal rank, the candidate for a degree or diploma must spend at least two years in residence. The last work that is to count toward a degree or diploma must be done at Meredith. During her college course she must make grades sufficient to entitle her to seventy-five honor points.*

All prescribed freshman subjects, including history and mathematics, must be completed by the beginning of the third year. All prescribed sophomore subjects must be completed by the beginning of the senior year.

Underclassmen and juniors are required to take not less than fifteen hours of work a week. Seniors are required to take at least fourteen hours of work each semester.

No student may take more than sixteen hours work unless she passed in fifteen hours the preceding semester and has permission from the faculty.

The maximum number of hours of credit that will be allowed during any semester is eighteen.

A student wishing to make up work under a tutor must consult the dean at the time she arranges her regular work.

Degrees and Diplomas

The college confers the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Music, and Diploma in Art.

To be entitled to the degree of Bachelor of Arts or Bachelor

*A grade of A gives three points, B gives two points and C gives one point for each semester hour that counts towards graduation.

of Science the candidate must complete, in addition to fifteen entrance units, 120 semester hours of work. Of the 120 semester hours required for the degree, 45 to 59 are prescribed, 36 are chosen from two of the groups of majors, and 25 to 39 are free electives (pages 32 and 33).

For students who enter technical schools two hours of laboratory will be considered equal to one hour of lecture or recitation, and the number of semester hours required for graduation will be increased according to the number of laboratory hours taken.

The requirements for the degree of Bachelor of Music are given on pages 80-85.

The requirements for the Diploma in Art are given on pages 69 and 70.

Requirements for Degrees

A.B. Degree

1. Requirements without option:

	<i>Semester hours</i>
English 10-11, freshman year.....	6
English 20-21, sophomore year.....	6
Religion 20, 21, sophomore or junior year.....	6
Psychology 20, sophomore or junior year.....	3

2. Required with option:

The requirements of one of the three groups given below must be satisfied. In group I the student must complete the work in division A, six semester hours in each of three subjects chosen from division B, and six semester hours in one subject chosen from division C. In group II the student must complete the work in division A and six semester hours in each of four subjects chosen from the five in division B. In group III the student must complete the work in division A, six semester hours in each of two subjects chosen from the four in division B, and six semester hours in each of two subjects chosen from the five in division C. Students who are completing the requirements for teaching Home Economics may have a minimum of two semester hours in Physics, provided they have a total of eighteen semester

GROUP I		GROUP II		GROUP III	
Division A		Division A		Division A	
*Foreign Language.....	6	†Foreign Languages.....	12	†Foreign Languages.....	12
Division B		Division B		Division B	
Latin or Greek.....	} 18	Biology.....	} 24	History.....	} 12
Modern Language.....		Chemistry.....		Economics.....	
History or Economics.....		Physics.....		Sociology.....	
Mathematics.....		History or Economics.....		Religion.....	
Division C				Division C	
Biology.....	} 6			Biology.....	} 12
Chemistry.....				Chemistry.....	
Physics.....				Physics.....	
				Mathematics.....	
				Geography-Geology.....	

*Not required of a student who offers four entrance units in foreign language. Three semester hours will be required of a student who offers three units in one foreign language but not a total of four entrance units in foreign language.

†Only six semester hours will be required of a student who offers four entrance units in foreign language. Nine semester hours will be required of a student who offers three units in one foreign language but not a total of four entrance units in foreign language.

hours in Biology, Chemistry, and Physics, and six semester hours in either History, Economics, or Mathematics.

3. *Electives to be distributed as follows:*

(a) Two major subjects to aggregate at least thirty-six semester hours and not less than twelve semester hours in either. Major courses may be selected from the following: (1) Biology, (2) Chemistry, (3) Economics and Sociology, (4) Education, (5) English, (6) French, (7) German, (8) Greek, (9) History, (10) Home Economics, (11) Latin, (12) Mathematics, (13) Psychology, (14) Religion, (15) General Science.

The course outlined for teaching Home Economics in the state high schools includes a first and second major for Meredith.

(b) Free electives sufficient to make a total of one hundred twenty semester hours, when added to the required and major subjects. Free electives may include any subject offered as a major, not previously included in one of the two major subjects, or may include Astronomy, Geology, Art Education, Art History, or Theoretical Courses in Music.

Degree of B.S.

The requirements for the degree of B.S. are the same as for the A.B. degree, except that a student who counts for graduation Children's Literature or Primary Methods or Grammar Grade Methods will be awarded the degree of Bachelor of Science.

Schedule of Examinations

FALL SEMESTER		SPRING SEMESTER	
Class	Examination	Class	Examination
8:30 M.W.F.	10-12 Wed.	8:30 T.T.S.	10-12 Mon.
9:30 M.W.F.	2-4 Wed.	9:30 T.T.S.	2-4 Mon.
11:00 M.W.F.	10-12 Thu.	11:00 T.T.S.	10-12 Tue.
12:00 M.W.F.	2-4 Thu.	12:00 T.T.S.	2-4 Tue.
1:45 M.W.F.	10-12 Fri.	1:45 T.T.S.	10-12 Wed.
2:45 M.W.F.	2-4 Fri.	8:30 M.W.F.	2-4 Wed.
8:30 T.T.S.	10-12 Sat.	9:30 M.W.F.	10-12 Thu.
1:45 T.T.S.	2-4 Sat.	11:00 M.W.F.	2-4 Thu.
2:45 T.T.S.	10-12 Mon.	12:00 M.W.F.	10-12 Fri.
9:30 T.T.S.	2-4 Mon.	1:45 M.W.F.	2-4 Fri.
11:00 T.T.S.	10-12 Tue.	2:45 M.W.F.	10-12 Sat.
12:00 T.T.S.	2-4 Tue.	2:45 T.T.S.	2-4 Sat.

The first day of the week on which an irregular class meets determines the time of the examination.

Schedule of Recitations

8:30—Mon. Wed. Fri.	8:30—Tues. Thu. Sat.	9:30—Mon. Wed. Fri.	9:30—Tues. Thu. Sat.	11:00—Mon. Wed. Fri.	11:00—Tues. Thu. Sat.
<p>Art Ed. 36-37 Wed. Fri. Biology 23 Mon. Chemistry 61 Wed. Fri. Education 32 English 60, 49 French 6-7 German 6-7 History 20-21 Home Ec. 20-21 Wed. Latin 42, 43 Wed. Fri. Music 36.6-37.6 Wed. Fri. Music 40.0-41.0 Wed. Fri.</p>	<p>Biology 12-13 (a) Tues. Thu. Chemistry 10-11 (a), 33, 35, 40 Ec. and Soc. 26, 27 English 10-11 (a), 20-21 (a) English 32-33 Home Ec. 60-61 Latin 20, 21 Thu. Sat. Latin 22, 23 Thu. Math. 10*, 11*, 40, 41 Music 16.0-17.0 Music 20.1-21.1 Tues. Thu. Music 34.6-35.6 Tues. Thu. Music 40.6-41.6 Thu. Sat. Psychology 37, 40</p>	<p>Biology 12-13 (b) Wed. Fri. Ec. and Soc. 10, 11, 20-21 Education 28 English 10-11 (b), 20-21 (b) French 10-11 (a, b) History 16-17 Mathematics 10, 11 (a) Music 30.0-31.0 Mon. Wed. Philosophy 44, 45 Physics 30-31 Religion 22, 23 (a)</p>	<p>Biology 40, 23* Sat. Biology 61 Education 34, 39 English 10-11 (c), 42-43 French 20-21 (a, b) History 34, 35 (a), 46, 47 Home Ec. 10-11 Tues. Thu. Latin 10, 11 Mathematics 10, 11 (b) Music 36.0-37.0 Psychology 20 (a), 31 (a) Religion 22, 23 (b) Religion 10, 11</p>	<p>Biology 12-13 (c) Wed. Fri. Education 32* English 44, 45 French 42, 43 Greek 20-21 History 42, 43 (a) Mathematics 30, 31 Music 26.0-27.0 Music 40.1, 41.1 Wed. Fri. Psychology 20, 20* (b) Religion 20, 21 (a) Religion 44, 45</p>	<p>Biology 30-31 Chemistry 34 English 10-11 (d) English 20-21 (c), 38-39 Ec. and Soc. 40, 41 French 4-5 German 4-5 History 10-11 (a), 31 Home Ec. 32, 33 Tues. Thu. Home Ec. 35 Latin 60, 41 Mathematics 20-21 Music 20.0-21.0 Tues. Thu. Psychology 20 (c), 31 (b) Religion 24, 25</p>
<p>Laboratory</p>	<p>Laboratory</p>	<p>Laboratory</p>	<p>Laboratory</p>	<p>Laboratory</p>	<p>Laboratory</p>
<p>Biol. 12-13 (a) Mon. Biol. 12-13 (c) Wed. Fri. Chem. 34 Wed. Fri.</p>	<p>Biol. 12-13 (b) Tues. Thu. Biol. 23* Tues. Thu. Biol. 61 Tues. Thu.</p>	<p>Biol. 12-13 (a) Mon. Biol. 12-13 (c) Wed. Fri. Chem. 34 Wed. Fri.</p>	<p>Biol. 12-13 (b) Tues. Thu. Biol. 23* Tues. Thu. Biol. 61 Tues. Thu.</p>	<p>Biol. 12-13 (d) Mon. Wed. Chem. 10-11 (b) Wed. Fri. Chem. 20-21, 23 Mon. Wed. Chem. 34 Mon. Home Ec. 10-11 (a) Mon. Home Ec. 10-11 (b) Wed. Fri. Home Ec. 30, 31 Mon.</p>	<p>Biol. 12-13 (e) Tues. Thu. Chem. 10-11 (a) Tues. Thu.</p>

12:00—Mon. Wed. Fri.	12:00—Tues. Thu. Sat.	1:45—Mon. Wed. Fri.	1:45—Tues. Thu. Sat.	2:45—Mon. Wed. Fri.	2:45—Tues. Thu.
<p>Biology 32, 33 Mon. Fri. Ec. and Soc. 32 French 44, 45 Wed. Fri. History 10-11 (b) Home Ec. 30 Wed. Fri. Home Ec. 31 Wed. Latin 6-7 Music 10.0-11.0 Wed. Fri. Music 30.6-31.6 Wed. Fri. Religion 44, 45</p>	<p>Biology 20 Tues. Thu. Biology 21 Tues. Chemistry 20-21 Education 35 French 10-11 (c), 30-31 History 10-11 (c), 32, 33 History 34, 35 (b), 60 Home Ec. 40, 41 Latin 44, 45 Tues. Thu. Mathematics 13 Thu. Sat. Mathematics 15 Tues., 60</p>	<p>Chemistry 10-11 (b) Ec. and Soc. 30, 31 English 10-11 (e) English 46, 47 French 10-11 (d), (e) History 10-11 (d), 22, 23 Home Ec. 34 Mon. Wed. Home Ec. 43 Mon. Fri. Latin 8-9 Mathematics 10-11 (c) Music 42.1, 43.1 Wed. Fri. Religion 30, 37</p>	<p>Astronomy 36 Chemistry 23 English 30, Tues. Thu. French 60 Geology 39 Music 20.6, 21.6 Tues. Thu.</p>	<p>English 20-21 (d) Greek 30-31 History 42, 43 (b) Religion 20-21 (b)</p>	<p>Art History 30-31</p>
<p>Laboratory</p> <p>Biol. 12-13 (d) Mon. Wed. Chem. 10-11 (b) Wed. Fri. Chem. 20-21, 23 Mon. Wed. Home Ec. 10-11 (a) Mon. Home Ec. 10-11 (b) Wed. Fri. Home Ec. 30, 31 Mon.</p>	<p>Laboratory</p> <p>Biol. 12-13 (e) Tues. Thu. Chem. 10-11 (a) Tues. Thu.</p>	<p>Laboratory</p> <p>Biol. 32, 33 Wed. Fri. Home Ec. 20-21 (a) Mon. Fri. Home Ec. 31 Wed. Home Ec. 43 Mon. Fri.</p>	<p>Laboratory</p> <p>Biol. 12-13 (g) Biol. 20, 21 Tues. Thu. Chem. 30, 31 Tues. Thu. Home Ec. 20-21 (b) Tues. Thu. Home Ec. 32, 33 Tues. Thu.</p>	<p>Laboratory</p> <p>Biol. 60-61 Mon. Biol. 12-13 (f) Mon. Fri. Biol. 12-13 (a) Wed. Biol. 32-33 Wed. Fri. Biol. 23 Wed. Fri. Chemistry 10-11 (c) Mon. Fri. Home Ec. 10-11 (a) Wed. Home Ec. 43 Mon. Fri. Home Ec. 31 Wed. Physics 30-31 Mon.</p>	<p>Laboratory</p> <p>Biol. 12-13 (g) Biol. 20, 21 Chem. 30, 31 Home Ec. 20, 21 Home Ec. 32, 33</p>

Courses of Instruction

NOTE.—A course given an even number is offered the first semester; a course given an odd number is offered the second semester; a course with an even number followed by an asterisk is a first semester course offered the second semester; a course with an odd number followed by an asterisk is a second semester course offered the first semester. A course given two numbers separated by a hyphen continues through the year; a course given two numbers separated by a comma consists of two parts, either or both of which may be taken.

Courses given a number less than 20 are intended for freshmen; those numbered 20 to 29 for sophomores; 30 to 39 for juniors; 40 to 59 for seniors. Those numbered 60 to 69, or Music courses ending in .6 are courses in Methods.

I. Biology

LENA AMELIA BARBER, *Professor*

DR. ELIZABETH DELIA DIXON CARROLL, *Professor of
Physiology and Hygiene*

MABEL ACHSA BARKLEY, *Assistant Professor*

THELMA MACINTYRE, *Instructor.*

The following courses may count toward a major in Biology: 20, 21, 22, 23, 30-31, 32, 33, 40. Chemistry 10-11 required.

12-13. General Biology.

Required of freshmen majoring in Home Economics who have not had high school Biology. Elective for others. Two lectures and four laboratory hours a week. Six semester hours credit. Lectures: Sec. (a), Tuesday, Thursday, 8:30; Sec. (b), Wednesday, Friday, 9:30; Sec. (c), Wednesday, Friday, 11.00. Laboratory: Sec. (a), Monday, 9:00-11:00; Wednesday, 2:45-4:45; Sec. (b), Tuesday, Thursday, 8:30-10:30; Sec. (c), Wednesday, Friday, 8:30-10:30; Sec. (d), Monday, Wednesday, 11:00-1:00; Sec. (e), Tuesday, Thursday, 11:00-1:00; Sec. (f), Monday, Friday, 2:45-4:45; Sec. (g), Tuesday, Thursday, 1:45-3:45.

This course aims to present the most important biological facts and principles, and so relate them that the student can apply them to the ordinary affairs of life. It comprises a study of protoplasm,

the cell, the rôle of green plants, including simple experiments in plant physiology, the adjustment of organisms to their environment, disease, death, the rôle of micro-organisms, growth, reproduction, and heredity. The types of organisms are studied in the laboratory, beginning with unicellular forms and leading up to vertebrates, an intensive study being made of the frog.

Laboratory fee, \$2.50.

Lectures: MISS BARBER

Laboratory: STAFF.

20. General Botany.

Two lectures and six hours laboratory and field work a week.

Four semester hours credit. Lectures: Tuesday, Thursday, 12:00. Laboratory: Tuesday, Thursday, 1:45-4:45.

Laboratory fee, \$2.50.

MISS BARBER

21. Plant Taxonomy.

Prerequisite: Biology 12-13, 20, or a year of standard high school Biology or Botany. One lecture and six hours laboratory a week. Three semester hours credit. Lecture: Tuesday, 12:00. Laboratory and field studies: Tuesday, Thursday, 1:45-4:45.

A study of the external morphology, identification, classification, and distribution of plants in the vicinity.

Laboratory fee, \$2.50.

MISS BARBER

†[22. Elements of Cryptogamic Botany.

Prerequisite: Biology 12-13. Two lectures and six laboratory hours a week. Four semester hours credit. Lectures: Tuesday, Thursday, 12:00. Laboratory: Tuesday, Thursday, 1:45-4:45.

A study of the morphology and life history of types of algæ, fungi, liverworts, mosses, and ferns.

Laboratory fee, \$2.50.]

MISS BARBER

23*, 23. Bacteriology.

Required of sophomores majoring in Home Economics. Elective for others. Three semester hours credit. One lecture and four laboratory hours a week. Prerequisite: Biology

† Not given in 1930-1931. This course alternates with 22.

12 and Chemistry 10-11 or their equivalents. First semester lecture: Saturday, 9:30. Laboratory: 8:30-10:30, Tuesday, Thursday. Second semester lecture: Monday, 9:00. Laboratory: Wednesday, Friday, 2:45-4:45.

A general discussion of bacteria in all their relations, with special attention to the laboratory methods of studying bacteria, the preparation of culture media; principles of sterilization and disinfection; bacteriological examination of air, milk, water; and studies in fermentation, chiefly from the point of view of the householder.

Laboratory fee, \$2.50.

MISS BARKLEY

30-31. Physiology and Hygiene, Advanced.

Open to juniors and seniors. Tuesday, Thursday, Saturday, 11:00.

First semester. Physiology: The general structure and composition of the human body; the nervous system; digestive, circulatory, and respiratory systems; secretion and excretion; blood and lymph; reproduction.

Second semester. Hygiene: The course includes the subjects of exercise, bathing, clothing, etc.; contagion and infection; disinfection, and hygienic arrangement of the sick-room; community hygiene.

A course is given in "First Aid" as arranged by the American Red Cross. Those who pass the examination in this course will be given a certificate from the American Red Cross.

TEXT AND REFERENCE BOOKS: Kirk, *Handbook of Physiology*; Flint, *Human Body*; Martin, *Human Body*; Schaffer and Flint, *American Textbook of Physiology*; Gray, *Anatomy*.

DR. CARROLL

32. Invertebrate Zoölogy.

Prerequisite: Biology 12-13. Four semester hours credit.

Lectures: Monday, Friday, 12:00. Laboratory: Wednesday, Friday, 1:45-4:45.

This course deals with the morphology, physiology, life history and economic importance of a series of invertebrate animal types.

Laboratory fee, \$2.50.

MISS MACINTYRE

33. Comparative Anatomy of Vertebrates.

Prerequisite: Biology 12-13. Four semester hours credit.

Hours same as for course 32.

The lectures deal with the morphology, physiology, and development of the various vertebrate organs and systems of organs. Vari-

ous vertebrate types, including fish, amphibia, reptiles, birds, and mammals, will be dissected in the laboratory.

Laboratory fee, \$2.50.

MISS MACINTYRE

40. Genetics.

Prerequisite: Biology 12-13 or its equivalent. Three hours a week. Three semester hours credit. Tuesday, Thursday, Saturday, 9:30.

The aim of this course is to familiarize the student with the principles of heredity and variation. Results of genetical investigations in progress in the departments of both Botany and Zoölogy will be presented.

MISS MACINTYRE

61. Teaching of Biology.

Prerequisite: Biology 20, 32.

One lecture and four laboratory hours a week. Lecture: Saturday, 9:30. Laboratory, Tuesday, Thursday, 8:30-10:30.

MISS BARKLEY

II. Chemistry

LULA GAINES WINSTON, *Professor*

MARY ELIZABETH YARBROUGH, *Assistant Professor*

MABEL ACHSA BARKLEY, *Assistant Professor of Biology*

Students majoring in Chemistry will be required to take Physics 30-31.

10-11. General Chemistry.

Required of freshmen majoring in Home Economics. Elective for others. Eight semester hours credit. Lectures: Sec. (a), Tuesday, Thursday, Saturday, 8:30; Sec. (b), Monday, Wednesday, Friday, 1:45. Laboratory: Sec. (a), Tuesday, Thursday, 11:00-1:00; Sec. (b), Wednesday, Friday, 11:00-1:00; Sec. (c), Monday, Friday, 2:45-4:45.

This course includes a study of the occurrence, preparation, and properties of important metallic and nonmetallic elements and compounds. The historical development of the subject is traced, and the fundamental principles of Chemistry are discussed as far as possible. Special emphasis is laid upon the practical application of the science to daily life.

The laboratory exercises are devoted to the preparation and study of certain important elements and compounds.

Laboratory fee, \$5.

Lectures: MISS WINSTON

Laboratory: MISS YARBROUGH
MISS BARKLEY

20-21. Organic Chemistry.

Prerequisite: Chemistry 10-11. Eight semester hours credit.

Lectures: Tuesday, Thursday, Saturday, 12:00. Laboratory: Monday, Wednesday, 11:00-100.

The lectures are taken up with the study of the hydrocarbons and their derivatives. The laboratory periods for the first semester are given to exercises in qualitative analysis, while the remainder of the year is devoted to organic preparations.

Laboratory fee, \$5.

MISS WINSTON

*23. Household Chemistry.

Required of sophomores majoring in Home Economics. Prerequisite: Chemistry 20. Three semester hours credit. Lectures: Tuesday, Thursday, Saturday, 1:45. Laboratory: Monday, Wednesday, 11:00-1:00.

This course is to introduce the application of chemistry to household affairs. The course includes the study of organic and inorganic compounds as related to the community and the home.

Laboratory fee, \$2.50.

MISS BARKLEY

30, 31. Quantitative Analysis.

Elective. Prerequisite: Chemistry 20-21. One lecture and six hours of laboratory work a week. Six semester hours credit. Laboratory: Tuesday, Thursday, 1:45-4:45.

The classroom work includes the discussion of the methods used in the laboratory, the theory of quantitative separations and chemical calculations. The laboratory work includes standard gravimetric and volumetric methods of analysis.

Laboratory fee, \$5.

MISS YARBROUGH

†[32, 33. Applied Chemistry.

Elective. Prerequisite: Chemistry 20-21. Tuesday, Thursday, Saturday, 8:30.

*Not counted for a major in Chemistry.

†Not given 1930-1931.

This is an introduction to the study of the commercial methods of manufacturing chemical products, the sources of raw materials, and the equipment required.

First Semester—Applied Inorganic Chemistry.

Second Semester—Applied Organic Chemistry.]

34. Organic Chemistry—Carbocyclic Compounds.

Elective. Prerequisite: Chemistry 20-21. Three semester hours credit. Lecture: Tuesday, 11:00. Laboratory: Wednesday, Friday, 8:30-10:30.

This course is intended primarily for students preparing to study medicine. The laboratory periods are devoted to the preparation of the carbocyclic compounds, while the recitations are taken up with a theoretical study of these compounds.

Laboratory fee, \$2.50.

MISS WINSTON

40. Chemistry of Food and Nutrition.

Elective. Prerequisite: Chemistry 20-21. Three semester hours credit. Tuesday, Thursday, Saturday, 8:30.

This course includes a study of the chemistry and functions of foodstuffs; the amounts of food required in nutrition; and the composition and nutritive values of food materials.

TEXT: Sherman, *Chemistry of Food and Nutrition*, Third Edition.

MISS YARBROUGH

61. Methods of Teaching Chemistry.

Elective. Prerequisite: One elective course other than Chemistry 20-21. Two hours of lecture and recitation, and two hours of laboratory work a week for the second semester. Three semester hours credit. Lectures: Wednesday, Friday, 8:30.

The chief aim is to prepare students to teach Chemistry in the high schools.

MISS WINSTON

III. Education

MALOY ALTON HUGGINS, *Professor*

LILLIAN PARKER WALLACE, *Assistant Professor*

All of the courses listed herein are designed primarily to prepare those who wish to teach in the public schools of the State. Courses marked (R) are Required of all students who expect to secure a certificate of any kind; those marked (H) of those desiring certificates to teach High School subjects, Public School Music, or Fine Arts; those marked (P) of those desiring to teach in Primary Grades 1-3;

those marked (G) of those desiring to teach in Grammar Grades 4-7. Courses marked (E) may be taken to meet professional requirements for all certificates.

HIGH SCHOOL TEACHER'S CERTIFICATES

Those who expect to secure a Class A certificate, to teach in High School, must meet the requirements listed below. It is recommended that the subjects which are taught in high school be chosen for majors.

I. Subject-Matter Courses

A first and second major should be selected from the following fields (the number of semester hours required for a certificate is indicated in parentheses):

English (24), French (18), German (18), Latin (24), History and Social Science (24), Mathematics (15), Science (30). The following combinations are suggested: English-Latin, English-French, Latin-French, History-Mathematics, History-French, Science-Mathematics, English-History, or—

A single major should be selected from the following: Fine Arts (45); Public School Music (45), including six semester hours in Voice; Home Economics (53).

II. Professional Courses

Educational Psychology (3).

Principles of Teaching and Problems in Secondary Education (3).

Materials and Methods of Teaching the First and Second Majors (6).

Observation and Practice Teaching (3).

Six semester hours chosen from courses in Education or Psychology marked (E).

GRADE SCHOOL TEACHER'S CERTIFICATES

Those who expect to teach in the grades must, in addition to meeting the requirements for a degree or a Diploma in Art, meet the following specific requirements:

I. Subject-Matter Courses

English, including 6 hours of composition.....	12 semester hours
Children's Literature (Education 36).....	2 or 3 semester hours
American History and Citizenship.....	6 semester hours

Geography	3 semester hours
Geology	3 semester hours
Drawing (Art Education 36-37).....	4 semester hours
Industrial Arts	2 semester hours
Music (16.0-17.0 and 26.0-27.0).....	3 or 4 semester hours
Physiology and Health Education (Course 30-31)	6 semester hours
Physical Education (Course 60-61).....	2 semester hours

II. Professional Courses

Educational Psychology	3 semester hours
Child Psychology	3 semester hours
School Organization and Classroom Procedures....	3 semester hours
Educational Measurements	3 semester hours
Primary or Grammar Grade Methods.....	6 semester hours
Observation and Directed Teaching.....	3 semester hours
One other course in Education or Psychology marked (E)	3 semester hours

To meet the Physical Education requirement of 2 semester hours, course 60-61 may be substituted for a year of physical education required of all candidates for a degree.

28. Introduction to Education. (E)

Elective for sophomores and juniors. First semester, Monday, Wednesday, Friday, 9:30.

An Orientation Course, dealing with the development of our school system, its organization and administration, its cost and support. Special attention will be given to developments within the past twenty-five years, with emphasis upon the contributions of psychology and sociology.

MR. HUGGINS

20. General Psychology. (E)

Identical with Psychology 20.

31. Educational Psychology. (R)

Prerequisite: General Psychology. Identical with Psychology 31.

32, *32. Secondary Education. Principles, Problems, and Practices. (H)

Elective for juniors and seniors. Prerequisite or parallel Psychology 31. Sociology is very desirable. Given each

semester. First semester, Monday, Wednesday, Friday, 8:30.
Second semester, Monday, Wednesday, Friday, 11:00.

The first part of this course will deal with fundamental principles involved in teaching, and in the organization and administration of the high school curriculum. During the second half of the semester the emphasis will be practical.

The North Carolina code and its operation, pupil accounting, classroom management, and tests and measurements will be considered as thoroughly as time will permit. Those who are applicants for a high school certificate must take this course.

MR. HUGGINS

34. Educational Measurements. (G) (E)

Required of those who expect to teach in the Grammar Grades. Open to and recommended for those who plan to teach in the Primary Grades and High School and to those majoring in the Social Sciences. Tuesday, Thursday, Saturday, 9:30.

35. School Organization and Classroom Procedures.

(P) (G) (E)

Elective for juniors. Tuesday, Thursday, Saturday, 12:00.

MR. HUGGINS

36. Children's Literature. (P) (G)

Elective for juniors.

An extensive study of children's literature; the principles underlying the selection and organization of literary material for the grades. Dramatization and story telling, and other factors including the activities of the children which influence oral and written speech.

37. Child Psychology. (P) (G)

Identical with Psychology 37.

39. History of Education. (E)

Elective for juniors and seniors. Prerequisite: History 10-11. Tuesday, Thursday, Saturday, 9:30.

MRS. WALLACE

40. Social and Abnormal Psychology. (E)

Identical with Psychology 40.

46-47. Primary Methods and Curricular Problems. (P)

Credit 6 semester hours.

This course deals with the methods of teaching reading, arithmetic, writing, spelling, and language in first, second, and third grades. Attention will be given to recent scientific investigations and will include a critical analysis of modern texts used in these grades.

48-49. Grammar Grade Methods and Curricular Problems. (G)

Credit 6 semester hours.

This course deals with the organization of the content of all the subjects taught in the intermediate and upper grades. Attention will be given to the development of the aims and methods of teaching these subjects in the light of modern scientific investigation and to the working of projects and unit activities.

Departmental Courses (Materials and Methods)

60-61.

Description of these courses will be found under the several departments. Courses numbered 60-61, inclusive, count as Education, three hours of which are required for a high school certificate to teach in one field; six hours are required of those who wish certificates to teach in two fields.

*Observation and Practice Teaching

At least 20 hours of observation and the teaching of 30 full class exercises will be required. Hours will be arranged to meet the schedule and convenience of the student and of the school in which the practice teaching will be done. Three semester hours credit.

- 70. Practice Teaching in Biology.
- 71. Practice Teaching in Primary Grades.
- 72. Practice Teaching in Grammar Grades.
- 73. Practice Teaching in Chemistry.
- 74. Practice Teaching in English.
- 75. Practice Teaching in French.
- 76. Practice Teaching in History.
- 78. Practice Teaching in Latin.

*If all the requirements except observation and directed teaching have been met, the Class A certificate will be issued after the applicant has had one year of successful teaching experience.

79. Practice Teaching in Mathematics.
80-81. Practice Teaching in Home Economics.
86-87. Practice Teaching in Art.
88-89. Practice Teaching in Public School Music.

IV. English

JULIA HAMLET HARRIS, *Professor*

MARY LYNCH JOHNSON, *Associate Professor*

MARY JAMES SPRUILL, *Assistant Professor*

CAROLYN ARNOLD PEACOCK, *Instructor*

English 10-11 is a prerequisite for English 20-21; English 20-21 is a prerequisite for all other courses in English. English 38-39, and either English 32-33 or English 42-43 will be required of all students who take a major in English. Students who enter Meredith with advanced standing and who take a major in English will be expected to take the elective work required for a major in English.

10-11. English Composition.

Required of freshmen. Three hours a week. Sec. (a), Tuesday, Thursday, Saturday, 8:30; Sec. (b), Monday, Wednesday, Friday, 9:30; Sec. (c), Tuesday, Thursday, Saturday, 9:30; Sec. (d), Tuesday, Thursday, Saturday, 11:00; Sec. (e), Monday, Wednesday, Friday, 1:45.

Composition based on selected masterpieces of literature. Themes and conferences. STAFF

20-21. Outline History of English Literature.

Required of sophomores. Three hours a week. Sec. (a), Tuesday, Thursday, Saturday, 8:30; Sec. (b), Monday, Wednesday, Friday, 9:30; Sec. (c), Tuesday, Thursday, Saturday, 11:00; Sec. (d), Monday, Wednesday, Friday, 2:45.

A general survey of English literature to 1798.

MISS JOHNSON, MISS SPRUILL, MISS PEACOCK

30. English Composition.

Open to juniors and seniors. Tuesday, Thursday, 1:45.

MISS SPRUILL

32-33. Shakespeare.

Open to juniors and seniors. Tuesday, Thursday, Saturday, 8:30.

Detailed study of *Macbeth*, *Hamlet*, and *King Lear*. Rapid reading of other plays. Reports, papers, and conferences.

MISS HARRIS

38-39. Old English.

Open to juniors and seniors. Required of students taking a major in English. Tuesday, Thursday, Saturday, 11.00.

A study of the language, with selected readings from Old English prose and poetry. A study of Middle English during half the second semester.

MISS JOHNSON

*[41. Browning.

Open to juniors and seniors. Monday, Wednesday, Friday, 1:45.

A study of Browning, supplemented by selections from Tennyson and Arnold.]

MISS JOHNSON

42-43. The Principles of Literary Criticism.

Open to seniors. Tuesday, Thursday, Saturday, 9:30.

A study of the most important theories of poetry and of the principles of literary criticism. Reading of examples of the various types of literature for the application of these principles. Reports and papers.

MISS HARRIS

44. Elizabethan Drama.

Open to juniors and seniors. Monday, Wednesday, Friday, 11:00.

A study of the principal Elizabethan dramatists, exclusive of Shakespeare.

MISS HARRIS

45. American Literature.

Open to juniors and seniors. Monday, Wednesday, Friday, 11:00.

A survey course. Rapid reading of many selections, and a detailed study of a few others. Especial emphasis on the nineteenth century. Lectures, reports, papers, and conferences.

MISS HARRIS

*Not given in 1931-1932.

46. Chaucer.

Open to juniors and seniors. Prerequisite or parallel: English 38-39. Monday, Wednesday, Friday, 1:45.

A study of the language and writings of Chaucer, with especial attention to the Canterbury Tales. MISS JOHNSON

47. English Romantic Poetry of the Nineteenth Century.

Open to juniors and seniors. Monday, Wednesday, Friday, 1:45.

A study of Wordsworth, Shelley, and Keats, supplemented by selections from Coleridge, Byron, and Scott.

MISS JOHNSON

49. Eighteenth Century Prose.

Open to juniors and seniors. Monday, Wednesday, Friday, 8:30.

A study of eighteenth century prose, with emphasis on Johnson and his circle.

MISS SPRUILL

50-51. Beowulf.

Open to seniors. Prerequisite: English 38-39.

MISS JOHNSON

60. The Teaching of English.

Open to seniors who are taking a major in English. Monday, Wednesday, Friday, 8:30.

A review of the subject matter and a study of the methods involved in teaching English in high school. Discussions, reports, papers, and conferences.

MISS SPRUILL

V. French

CATHERINE ALLEN, *Professor.*

MARY LOUISE PORTER, *Associate Professor*

ETHEL KATHRYN DAY, *Instructor*

4-5. Elementary French.

A course for those who do not offer French for entrance. Counts two units or six semester hours. Tuesday, Thursday, Saturday, 11:00.

MISS PORTER

6-7. Elementary French.

Prerequisite: Elementary French 4-5, or one unit of French. Counts two units or six semester hours. Monday, Wednesday, Friday, 8:30.

MISS PORTER

10-11. French Prose of the Nineteenth Century.

Prerequisite: French 6-7 or two units of French. Secs. (a), (b), Monday, Wednesday, Friday, 9:30; Sec. (c), Tuesday, Thursday, Saturday, 12:00; Sec. (d), (e), Monday, Wednesday, Friday, 1:45.

Advanced grammar and composition, conversation, résumés oral and written of texts read.

General survey of the history of French literature, with especial stress upon the eighteenth and nineteenth century literature. The works of representative novelists and dramatists of the nineteenth century will be studied.

MISS PORTER, MISS DAY

20-21. French Drama of the Seventeenth Century.

Prerequisite: French 10-11. Secs. (a), (b), Tuesday, Thursday, Saturday, 9:30.

Lectures are given on the earlier French drama and the institutions which have determined the evolution of the classic drama.

Hôtel de Rambouillet. Académie Française. Corneille is studied in the *Cid*, *Horace*, *Polyeucte*; Molière in *Le Bourgeois Gentilhomme*, *Les Précieuses Ridicules*, *Tartuffe* or *Le Misanthrope*, *L'Avare*; Racine in *Athalie*, *Andromaque*, *Britannicus*.

MISS ALLEN, MISS PORTER

30-31. French Poetry.

Prerequisite: French 20-21. Tuesday, Thursday, Saturday, 12:00.

The middle ages, the poetry of chivalry, the courtly lyric of the fourteenth and fifteenth centuries. The sixteenth century, court and religious poetry. The seventeenth century, reform in poetry, the lyric element in the work of the classic writers. The eighteenth century, the end of classicism. The nineteenth century, romantic poetry, Parnassian poetry, contemporary poetry.

MISS ALLEN

42-43. Development of the French Novel.

Prerequisite: French 30-31. Monday, Wednesday, Friday, 11:00.

Origin of prose fiction in the middle ages. General tendencies of seventeenth century fiction. The eighteenth century; the novel as a study of society. The historical novel of the nineteenth century. The tendency of contemporary fiction. MISS ALLEN

44-45. Advanced Course in Conversation.

Two hours. Open to all electing an advanced course in French. Wednesday, Friday, 12:00. MISS DAY

60. The Teaching of French.

For students majoring in French. Tuesday, Thursday, Saturday, 1:45.

Reports and discussion of methods. Consideration of modern language texts. Modern Language Journal read and discussed. Review of grammar. MISS ALLEN

VI. German

CATHERINE ALLEN, *Professor*

4-5. Elementary German.

This course is intended to give students an opportunity to begin the study of German and to acquire a practical knowledge of the language. Counts two units or six semester hours. Tuesday, Thursday, Saturday, 11:00.

Grammar, prose composition, drill in phonetics, reading of short stories and plays by modern writers, conversation, dictation. Readings from text mentioned on page 24.

6-7. Elementary German.

Prerequisite: One year of German. Counts two units or six semester hours. Tuesday, Thursday, Saturday, 9:30.

Study of grammar continued. Reading, prose composition, and conversation. Themes in simple German are based upon texts read. For texts see page 24.

10-11. German Literature.

This course presupposes a good knowledge of German grammar and the ability to understand simple German. Tuesday, Thursday, Saturday, 12:00.

Introduction to German literature. Outline of the history of German literature up to and through the classical period. Reading of selected dramas and poems of Lessing, Schiller, and Goethe, with a study of their lives.

Grammar, composition, and conversation continued.

VII. History

SAMUEL GAYLE RILEY, *Professor*

NETTIE SOUTHWORTH HERNDON, *Assistant Professor*

LILLIAN PARKER WALLACE, *Assistant Professor*

ALICE BARNWELL KEITH, *Instructor.*

History 10 and 11 are prerequisites for all other courses in History except History 16, 17. History 42 and History 43 are required for all students who take a major in History.

10. Mediæval European History.

For freshmen and sophomores. Sec. (a), Tuesday, Thursday, Saturday, 11:00; Sec. (b), Monday, Wednesday, Friday, 12:00; Sec. (c), Tuesday, Thursday, Saturday, 12:00; Sec. (d), Monday, Wednesday, Friday, 1:45.

The course is conducted by means of informal discussions, occasional hour examinations, and a final examination at the close of each semester.

Each student is required to keep a loose-leaf notebook and to do a large amount of collateral reading.

STAFF

11. Modern European History, 1500-1815.

For freshmen and sophomores. Hours and methods same as course 10.

STAFF

16-17. History of Civilization.

For freshmen and sophomores in the departments of art and music. Monday, Wednesday, Friday, 9:30.

The social and intellectual background of modern times receives more attention in this course than in courses 10 and 11; the methods employed are the same.

MRS. WALLACE

20, 31. English History.

Prerequisite: History 10 and History 11 or an equivalent.
Three hours a week for a year. Monday, Wednesday, Friday,
8:30. MISS KEITH

22, 23. Ancient History.

Prerequisite: History 10-11, or an equivalent. Monday,
Wednesday, Friday, 1:45.

This course aims to meet the needs of students of the classics, and
of those preparing for high school teaching. MRS. WALLACE

26. Modern European History, 1815-1914.

Prerequisite: History 10 and History 11. Tuesday, Thursday,
Saturday, 11:00. MRS. WALLACE

31. Recent European History.

Prerequisite: History 26 or an equivalent. Tuesday, Thursday,
Saturday, 11:00. MRS. WALLACE

32, 33. American History and Citizenship.

Prerequisite: History 10 and History 11. The course is de-
signed for students who are preparing for teaching in the
grades. Tuesday, Thursday, Saturday, 12:00. MISS KEITH

34, 35. American History.

Prerequisite: History 10 and History 11. A survey course for
juniors, extending from the period of colonization to the pres-
ent. Tuesday, Thursday, Saturday, 9:30. MR. RILEY

42. Studies in the History of the United States, 1829-1861.

Prerequisite: History 32, 33 or History 34, 35. Sec. (a), Mon-
day, Wednesday, Friday, 11:00; Sec. (b), Monday, Wednesday,
Friday, 2:45. Required of students whose major is History.
MR. RILEY

43. Political and Social History of the United States in Recent
Times.

Prerequisite: History 32, 33 or History 34, 35. Hours same
as course 42. MR. RILEY

46. National Government of the United States.
Prerequisite: History 34, 35 or an equivalent. Tuesday, Thursday, Saturday, 9:30. MISS KEITH
47. State and Local Government in the United States.
Prerequisite: History 34, 35 or an equivalent. Tuesday, Thursday, Saturday, 9:30. MISS KEITH
60. Teaching of History.
For seniors majoring in History. Tuesday, Thursday, Saturday, 12:00.
(Also described as Education 56. Credit in Education.)
MRS. WALLACE

VIII. Economics and Sociology

SAMUEL GAYLE RILEY, *Professor*

NETTIE SOUTHWORTH HERNDON, *Assistant Professor*

Required for the major: Economics 20-21, Sociology 26, Sociology 27 and two of the courses numbered from 30 to 41.

10-11. Introduction to the Study of Social Science.

Monday, Wednesday, Friday, 9:30. For freshmen in Home Economics and open to other freshmen and sophomores.

MISS HERNDON

20-21. Principles of Economics.

Open to sophomores, juniors and seniors. Monday, Wednesday, Friday, 9:30. MR. RILEY

26. Modern Social Problems.

Not open to freshmen. Tuesday, Thursday, Saturday, 8:30.

MISS HERNDON

27. Principles of Sociology.

Not open to freshmen. Tuesday, Thursday, Saturday, 8:30.

MISS HERNDON

30. Economics of Consumption.

Prerequisite: Economics 20-21. Monday, Wednesday, Friday, 1:45. MISS HERNDON

31. Labor Problems.

Prerequisite: Economics 20-21. Monday, Wednesday, Friday,
1:45. MISS HERNDON

32. Rural Problems.

Prerequisite: Sociology 26 or Sociology 27. For juniors and
seniors. Monday, Wednesday, Friday, 12:00. MISS HERNDON

40. Social Problems of the Family.

Prerequisite: Sociology 26 or Sociology 27. Tuesday, Thurs-
day, Saturday, 11.00. MISS HERNDON

41. Race Problems.

Prerequisite: Sociology 26 or Sociology 27. Tuesday, Thurs-
day, Saturday, 11.00. MISS HERNDON

IX. Home Economics

ELLEN DOZIER BREWER, *Professor*

LOIS ASHLEY PEARMAN, *Associate Professor*

Students majoring in Home Economics with a view to teaching it should include in their course, in addition to the general requirements for the degree, the following courses: In the freshman year, Textiles and Clothing 10; in the sophomore year, Bacteriology, Chemistry 20, Household Chemistry and Cookery 20-21; and in the junior and senior years, Physics, Physiology 30, Textiles 33, Art Education, Home Nursing and Child Care, Cookery 30, Dietetics, Household Management, House Planning and Furnishing, Methods of Teaching Home Economics, and nine hours of Education in addition to Psychology. These subjects, in addition to meeting the state requirements for an A certificate to teach Home Economics, will complete the two majors required by the college.

10-11. Textiles and Clothing.

Six semester hours credit. Lectures: Tuesday, Thursday, 9:30.
Laboratory: Sec. (a), Monday, 11:00-1:00; Wednesday, 2:45-
4:45; Sec. (b), Wednesday, Friday, 11:00-1:00.

This course includes the study of textiles and instruction and practice in plain hand and machine sewing, drafting of patterns, and the use of commercial patterns. MISS PEARMAN

20-21. Cookery.

Required of sophomores majoring in Home Economics. Open to other sophomores, juniors, and seniors. Six semester hours credit. Lecture: Wednesday, 8:30. Laboratory: Sec. (a), Monday, 1:45-3:45; Friday, 1:45-4:45; Sec. (b), Tuesday, 1:45-3:45; Thursday, 1:45-4:45.

The aim of this course is to give a knowledge of the fundamental principles and processes involved in the preparation, preservation, and serving of foods. Some attention is given to menu-making and food costs, and opportunity is given the members of the class of serving well-balanced meals at a moderate cost. MISS BREWER

30. Dietetics.

Prerequisites: Cookery 20-21 and Chemistry 20-21. Three semester hours credit. Lectures: Wednesday and Friday, 12:00. Laboratory: Monday, 11:00-1:00.

The aim of this course is to give a knowledge of the nutritive requirements of the individual throughout the various stages of life. Typical dietaries are prepared for persons of different ages and economic conditions. MISS BREWER

31. Advanced Foods.

Prerequisite: Cookery 20-21. Three semester hours credit. Lecture: Wednesday, 12:00. Laboratory: Monday, 11:00-1:00 Wednesday, 1:45-4:45.

This is a course in advanced cooking and meal serving. Food composition and combination are studied in connection with the planning, preparation, and serving of typical meals. Special attention is given to the economics of the food situation. MISS BREWER

32. Textiles and Clothing.

Three semester hours credit. Lectures: Tuesday, Thursday, 11:00. Laboratory: Tuesday, Thursday, 1:45-3:45.

This course is offered for advanced students who have had no work in Textiles and Clothing. It includes the study of textiles and instruction and practice in plain and hand sewing, and the use of the commercial pattern. MISS PEARMAN

33. Textiles and Clothing, Advanced.

Prerequisites: Textiles and Clothing 10-11 or 32. Three semester hours credit. Lectures: Tuesday, Thursday, 11:00. Laboratory: Tuesday, Thursday, 1:45-3:45.

A further study of textiles, with special emphasis on the economic and social aspects of the clothing situation. Advanced work in sewing, some draping, and simple problems in remodeling and making felt hats.

MISS PEARMAN

34. Home Nursing and Child Care.

Two semester hours credit. Monday, Wednesday, 1:45.

A study of the home care of the sick, the application of the principles of dietetics, personal hygiene, and psychology to the care of the child.

MISS PEARMAN

35. Home Appreciation.

Elective for juniors and seniors in all courses. Tuesday, Thursday, Saturday, 11:00.

This course is intended primarily to help students in their adjustment to different kinds of group living. It includes a study of the modern family and its constituent parts, college relationships, responsibility for proper spending of the family income, the individual and family budget, the economics and ethical principles of dress, principles of food selection, and the use of a time schedule under varying conditions.

MISS BREWER

40. Household Management.

Three semester hours credit. Tuesday, Thursday, Saturday, 12:00.

The aim of this course is the application of scientific principles to the problems of the modern home-maker. The apportionment of time and of the income, the efficient organization of the household, and economic and social relationships of the family are discussed. One month of practice housekeeping. This course is open to all juniors and seniors, but the practice housekeeping is required only of students majoring in Home Economics.

MISS BREWER

41. House Planning and Furnishing.

Three semester hours credit. Tuesday, Thursday, Saturday, 12:00.

A study of the house plan from the standpoint of convenience and artistic effect. The selection of household furnishings and attractive arrangement of interiors.

MISS BREWER

43. Clothing, Advanced.

Prerequisites: Textiles and Clothing, 10-11 or 32, 33. Three semester hours credit. Lectures: Monday, Friday, 1:45. Laboratory: Monday and Friday, 2:45-4:45.

60-61. Methods of Teaching Home Economics.

Six semester hours credit. Tuesday, Thursday, Saturday, 8:30.

This is a study of the methods of teaching Home Economics in high schools, and includes observation, the making of lesson plans, and practice teaching.

MISS PEARMAN

X. Latin

HELEN PRICE, *Professor*

HESTA KITCHIN, *Instructor*

All courses numbered above 19 count toward a Latin major. If Latin 8-9, or its equivalent, has been successfully completed in college, Latin 10, 11, with the approval of the head of the department, may be counted toward a major.

6-7. Elementary Latin. Reading of simple Latin.

Open to students who offer less than two units of Latin for entrance. Credit two units or six semester hours. Monday, Wednesday, Friday, 12:00.

MISS KITCHIN

8-9. Prose Authors and Vergil's *Æneid*.

Prerequisite: Two units of Latin for entrance or Latin 6-7. Monday, Wednesday, Friday, 1:45.

MISS KITCHIN

10. Cicero, *De Amicitia*, and Catullus. Prose Composition.

Prerequisite: Four units of Latin for entrance or Latin 8-9. Tuesday, Thursday, Saturday, 9:30.

MISS KITCHIN

11. Horace, *Odes* and *Epodes*.

Hours same as course 10.

20. Cicero's Letters. Pliny's Letters.

Elective for sophomores and juniors. Thursday, Saturday, 8:30.

MISS KITCHIN

21. Latin Elegiac Poetry.

Elective for sophomores and juniors. Thursday, Saturday, 8:30.

MISS KITCHIN

22. Roman Private Life.

Elective for sophomores and juniors. No reading knowledge of Latin required. Tuesday, 8:30.

MISS KITCHIN

23. Roman Religion and Philosophy.

No reading knowledge of Latin required. Tuesday, 8:30.

MISS KITCHIN

*[30. Latin Comedy.

Elective for sophomores and juniors.]

*[31. Roman Satire.

Elective for sophomores and juniors.]

Practical experience in designing clothing, draping, tailoring, and advanced problems in millinery.

MISS PEARMAN

*[33. History of Latin Literature.

Elective for sophomores and juniors. No reading knowledge of Latin required. One hour, to be arranged.]

41. Vergil, Georgics and Eclogues, Æneid VII-XII.

Elective for seniors. Same hours as 60.

MISS PRICE

42. Roman Historians.

Elective for juniors and seniors. Wednesday, Friday, 8:30.

MISS PRICE

43. Lucretius.

Elective for juniors and seniors. Wednesday, Friday, 8:30.

MISS PRICE

44, 45. Sight-Reading of Latin.

Prerequisite: Latin 10-11. Two hours recitation. One hour credit. Tuesday, Thursday, 12:00.

MISS PRICE

*Not given in 1931-1932.

47. Advanced Latin Composition.

Prerequisite: Latin 40. One hour. Second semester. Hour to be arranged. MISS PRICE

60. Teaching of Latin.

Elective for seniors. Tuesday, Thursday, Saturday, 11:00. MISS PRICE

XI. Greek

HELEN PRICE, *Professor*

20-21. Elementary Course.

Open to all students. Monday, Wednesday, Friday, 11:00.

30-31. Plato's Apology. Homer's Iliad.

Prerequisite: Greek 20-21. Monday, Wednesday, Friday, 2:45.

*[32. Greek Literature in Translation.

First semester. Monday, Wednesday, Friday, 12:00. Epic, lyric poetry, drama.]

*[33. Greek Literature in Translation.

Second semester. Monday, Wednesday, Friday, 12:00. History, Philosophy, and Hellenistic Literature.]

34-35. Greek Tragedy.

Three hours a week throughout the year. Open to those who have completed Greek 30-31.

XII. Mathematics

ERNEST F. CANADAY, *Professor*

DORIS KATHERINE TILLERY, *Instructor*

Courses 10, 11, 60 do not count on a major.

10. College Algebra.

First semester. Sec. (a), Monday, Wednesday, Friday, 9:30; Sec. (b), Tuesday, Thursday, Saturday, 9:30; Sec (c), Monday, Wednesday, Friday, 1:45.

*Not given in 1931-1932.

Second semester. Tuesday, Thursday, Saturday, 8:30.

TEXT: Hart.

11. Trigonometry.

First semester. Tuesday, Thursday, Saturday, 8:30.

Second semester. Sec. (a), Monday, Wednesday, Friday, 9:30;
Sec. (b), Tuesday, Thursday, Saturday, 9:30; Sec. (c), Monday, Wednesday, Friday, 1:45.

TEXT: Curtiss and Moulton.

13. Solid Geometry.

Thursday, Saturday, 12:00.

MISS TILLERY

TEXT: Wentworth.

15. Mathematical Principles of Accounting.

First semester. Tuesday, 12:00

MISS TILLERY

20-21. Plane and Solid Analytic Geometry.

Prerequisite: Course 11. Tuesday, Thursday, Saturday, 11:00.

TEXT: Siceloff-Wentworth-Smith.

30-31. Differential and Integral Calculus.

Prerequisite: Course 20-21. Monday, Wednesday, Friday, 11:00.

TEXT: Granville.

MR. CANADAY

40. Theory of Equations and Advanced College Algebra.

Prerequisite: Course 20-21. Tuesday, Thursday, Saturday 8:30.

TEXT: Fine.

MR. CANADAY

41. College Geometry.

Prerequisite: Course 20-21. Tuesday, Thursday, Saturday 8:30.

TEXT: Altshiller Court.

MR. CANADAY

60. Methods of Teaching Mathematics.

Prerequisite: Course 20-21. Counts as three hours Education.
Tuesday, Thursday, Saturday, 12:00.

Review of subject matter, study of methods involved in high school teaching, investigation of high school texts and materials, reading in mathematical history and current magazines.

MISS TILLERY

XIII. Physics, Astronomy, Geology, Geography

J. GREGORY BOOMHOUR, *Professor*

PHYSICS

30-31. General Physics.

For juniors and seniors. Three hours a week. Three hours lecture and recitation and two hours laboratory. Lectures: Monday, Wednesday, Friday, 9:30. Laboratory: Monday 2:45-4:45.

This course includes a study of the elementary fundamental principles of Physics. The work consists of lectures, class demonstrations, occasional quizzes, and laboratory work based on mechanics, sound, light, heat, magnetism, and electricity. Special attention is given to the explanation of the phenomena of everyday life.

TEXTS: Millikan and Gale, *First Course in Physics*; Millikan, Gale, and Bishop, *Laboratory Guide*.

MR. BOOMHOUR

ASTRONOMY

36. General Astronomy.

For juniors and seniors. Three hours a week for the first semester. Tuesday, Thursday, Saturday, 1:45.

An introductory study of the facts and principles underlying the science of astronomy. Two hours a month are given to the observation and study of constellations.

TEXT: Todd, *New Astronomy*.

MR. BOOMHOUR

GEOLOGY

39. General Geology.

For juniors and seniors: Prerequisite: Chemistry and Biology. Three hours a week for the second semester. Tuesday, Thursday, Saturday, 1:45.

This course includes a study of the natural phenomena which affect the earth's structure and topography, and the varied changes that have taken place in plant and animal life. Two hours a month are given to field study of quarries and topography.

TEXT: Chamberlin and Salisbury, *Introductory Geology*.

MR. BOOMHOUR

GEOGRAPHY

20. Principles of Human Geography.

Open to sophomores and juniors. Three semester hours credit.

An introductory world wide survey of the distribution and characteristics of the elements of the natural environment with particular reference to the bearing of the natural environment on the economic life of man.

21. Geography of North America.

Open to sophomores and juniors. Three semester hours credit.

The continent is divided into natural regions, each of which is studied with regard to its physical features, resources, and economic activities.

XIV. Psychology and Philosophy

FLORENCE MARIAN HOAGLAND, *Assistant Professor*

20, 20.* General Psychology.

Required for the A.B. Degree. Sec. (a), Tuesday, Thursday, Saturday 9:30; Sec. (b), Monday, Wednesday, Friday, 11:00; Sec. (c), Tuesday, Thursday, Saturday 11:00. (a), and (c) first semester only; (b) both semesters.

An introductory survey of the field of psychology. Lectures, discussions, readings, and demonstrations.

31. Educational Psychology.

Prerequisite: Psychology 20. Sec. (a), Tuesday, Thursday, Saturday, 9:30; Sec. (b), Tuesday, Thursday, Saturday, 11:00.

An attempt is made to give the student a knowledge of psychological factors in their educational aspects.

37. Child Psychology.

Open to juniors and seniors. Prerequisite: Psychology 20. Tuesday, Thursday, Saturday, 8:30.

Primarily for prospective teachers. The physical and mental growth of the child traced through the adolescent years.

*Not given in 1931-1932.

40. Social and Abnormal Psychology.

Open to juniors and seniors. Prerequisite: Psychology 30.
Tuesday, Thursday, Saturday, 8:30.

A study of mental disorders and exaggerated psychical processes for the purpose of acquainting the student with the problems of human adjustment.

44. History of Ancient and Mediæval Philosophy.

Open to juniors and seniors. Monday, Wednesday, Friday, 9:30.
Special emphasis on Plato and Aristotle.

45. History of Modern Philosophy.

Open to juniors and seniors. Monday, Wednesday, Friday, 9:30.
Readings from Bacon, Hobbes, Descartes, Spinoza, Locke, Berkeley, Hume, Kant, Hegel, and Schopenhauer.

XV. Religion

LEMUEL ELMER McMILLAN FREEMAN, *Professor*

ISAAC MORTON MERCER, *Assistant Professor*

Each student is required to take during her sophomore or junior year six semester hours of Religion from the following: Religion 20, 21, 22, 23.

A student who is to count Religion for a first major must elect at least eighteen semester hours, as follows: Six semesters from Religion 20, 21, 22, 23; six from 40, 41, 42, 43, 44, 45. The remaining courses may be elected with the approval of the head of the department from other courses. Those who are planning to attend the Training School or Seminary are to take most of the last six or twelve hours in courses 30 to 35 and 40 to 45.

A student who is to count Religion as a second major will elect six hours from Religion 20, 21, 22, 23; three hours from 30, 31, 32, 33, and three or more hours from other courses.

10, 11. The Principles of Church Efficiency.

Open to freshmen and sophomores. Tuesday, Thursday, Saturday, 9:30.

After a brief survey of American Baptist history and distinguishing Baptist principles, attention is directed to methods of promoting the efficiency of local churches.

The various forms of activity in the local church are studied. Attention is given to the organization and work of the W. M. U., the B. Y. P. U., the Daily Vacation Bible School, and the Sunday School. Religious surveys, methods of enlistment, evangelism, and the social side of church life are investigated.

MR. MERCER

*[12, 13. Missions.

Open to freshmen and sophomores, Tuesday, Thursday, Saturday, 12:00.

In this course the Biblical ground for missions, the history of missions, and the various forms of Southern Baptist mission work carried on at home and abroad are studied.]

20, 21. Old Testament History.

Open to sophomores and juniors. Students who offer this as prescribed work are required to complete this course by the end of the junior year. Sec. (a), Monday, Wednesday, Friday, 11:00; Sec. (b), Monday, Wednesday, Friday, 2:45.

This course gives a brief survey of Old Testament History. It aims to give a knowledge of the history of the Hebrews, the religious and moral ideals of their great leaders, to discover Israel's contribution to human progress, and to prepare the student to appreciate the various forms of Old Testament literature.

TEXTS: *American Standard Version of the Bible*. Smyth, *How We Got Our Bible*.

MR. MERCER

22, 23. New Testament History.

Open to sophomores and juniors. Students who offer this as prescribed work are required to complete this course by the end of the junior year. Sec. (a), Monday, Wednesday, Friday, 9:30; Sec. (b), Tuesday, Thursday, Saturday, 9:30.

The Life of Christ and the History of the Apostolic Age are studied.

TEXTS: Stevens and Burton, *A Harmony of the Gospels*; Robertson, *Chronological New Testament*.

MR. FREEMAN

24, 25. Sunday School Pedagogy.

Tuesday, Thursday, Saturday, 11:00.

Various phases of Sunday school work are considered, among them being organization, management, aims, problems, pupil characteris-

*Not given in 1931-1932.

tics, and teaching methods. The latter part of the course involves lesson construction and observation in some of the city schools.

MR. FREEMAN

30. Old Testament Interpretation.

Prerequisite: Religion 21. Monday, Wednesday, Friday, 1:45.

Selections from the prophetic writings are used in the course.

*[31. New Testament Interpretation.

Prerequisite: Religion 21.]

*[32. Old Testament Interpretation.

Prerequisite: Religion 21. Monday, Wednesday, Friday, 1:45.

Selections from the poetical writings of the Old Testament are used in this course. Considerable time is spent on the Book of Job.]

MR. FREEMAN

*[33. New Testament Interpretation.

Prerequisite: Religion 23. Monday, Wednesday, Friday, 1:45.]

*[35. Interpretation of the Greek New Testament.

Prerequisite: Greek 20, 21, 36. Hours to be arranged.

Selected New Testament writings will be interpreted, using the Greek text and commentaries.]

37. Biblical Literature.

Open to sophomores, juniors, and seniors. Monday, Wednesday, Friday, 1:45.

Representative selections from both the Old and the New Testament are studied as literature. Attention is given to the circumstances under which the various kinds of literature were produced. Emphasis is placed on reading the Bible for understanding and appreciation.

MR. FREEMAN

*[40. Pre-Reformation Church History.

Monday, Wednesday, Friday, 12:00.

This course covers the history of Christianity from the close of the Apostolic Age to the time of the Reformation. After a survey of the field covered by the course, attention is given to the influence

*Not given in 1931-1932.

of outstanding persons and the growth of ecclesiastical institutions. Lectures, parallel reading, and class discussion.]

*[41. Church History from the Beginning of the Reformation to the Present.

Monday, Wednesday, Friday, 12:00.

The influences leading to the Reformation and its religious, political, moral, and intellectual results are considered. Religious development from the Reformation to the present is traced, special attention being given to the rise of the principal denominations and the influence of representative leaders.]

*[42. Theism.

Open to juniors and seniors. Monday, Wednesday, Friday, 12:00.

The various arguments for the existence of God are considered, and an effort is made to understand philosophically the relation between God and the world. Lectures, parallel reading, and class discussion.]

MR. FREEMAN

*[43. Comparative Religion.

Open to juniors and seniors. Monday, Wednesday, Friday, 12:00.

The most important religions of the past and present are studied with a view to understanding their principal teachings and influence.]

44. Christian Ethics.

Open to juniors and seniors. Monday, Wednesday, Friday, 12:00.

The moral principles of Christianity are studied with reference to present-day social problems.

MR. FREEMAN

45. Present-day Religious Problems.

Open to juniors and seniors. Monday, Wednesday, Friday, 12:00.

Several of the most important tendencies of religion are studied. Opportunity is given for considerable reading.

MR. FREEMAN

*Not given in 1931-1932.

XVI. Physical Education

GERTRUDE ROYSTER SORRELL, *Director*

All students when entering college are given a physical examination by the resident physician and physical director. If this should show reason why a student should not take the regular work, then special exercises adapted to her needs will be prescribed for her. A special examination is required before a student is entered for the heavy field sports.

A new uniform, at moderate price, has been adopted, and students are advised to wait until they arrive at college before they provide themselves with an outfit. The suit selected by the department is economical and is the standard uniform.

On the college grounds are courts for tennis, basketball, volleyball, hockey, and archery.

All resident students are required to take two hours a week of physical education. Seniors who have passing grades for six semester hours are allowed optional attendance. As far as possible students are organized in classes, according to the number of years they have had the work.

Students are credited in the physical and field work on the basis of faithfulness, punctuality, and effort.

At the close of the interclass basketball and hockey games, letters are awarded to the best players. A handsome silver loving cup is also offered yearly to the team winning in an interclass basketball contest. To the champion of the interclass tennis tournament letters are awarded.

The athletics committee of the faculty, with the physical director, has control of all field sports.

60-61. Methods and Materials for Teaching Physical Education.

Elective for a limited number of juniors and seniors. Two semester hours credit will be allowed by the State Department for those who apply for a Primary Certificate or a Grammar Grade Certificate.

This course includes story plays, singing games, rhythmic plays, schoolroom and playground games, educational and corrective gymnastics, and folk dances. Instruction is given in outdoor sports, hockey, basketball, tennis, track, and archery. A notebook is required. This course may be substituted for the required work in Physical Education.

Department of Art

IDA ISABELLA POTEAT, *Professor*

MARY H. TILLERY, *Associate Professor*

The system of instruction seeks to develop originality and encourage the individuality of the student. Art and nature are brought together in a practical and critical way. A club, which meets once in two weeks, gives the students an opportunity to know what is being done in the world of art at the present time.

No student will be permitted to register in the School of Art for less than one-quarter of a year, or one-half semester.

Admission and Conditions

For admission to the freshman class a candidate must offer fifteen units of the entrance requirements for the A.B. degree. For a detailed description of these courses, see pages 23-27. A unit represents four one-hour recitations or five forty-five-minute recitations a week throughout a secondary school year, and is estimated to be equivalent to one-fourth of the work in one year in the high school.

Every candidate for a diploma in Art must offer:

English	4 units
French	}	2 units
or		
German		
or		
Latin	}	9 units
*Elective		
Total	15 units

Conditioned Students

Freshmen must offer fifteen units and are not allowed any conditions. Members of other classes may have conditions not exceeding six semester hours. No student will be classed as a junior or senior who is conditioned in her major course.

*Any required or elective subject allowed for entrance to the A.B. course may be offered. (See page 22.)

Requirements for Graduation

Students who have satisfactorily completed the course in the School of Art and who have also completed 72 semester hours of literary work in addition to the fifteen units offered for entrance, will be entitled to a Diploma of Graduation in the School of Art.

Outline of Course for Diploma in Art

FRESHMAN YEAR

Subjects	Semester Hours	Total Hours Per Week
†Studio Work:		
Freehand drawing in charcoal from geometrical solids, vases, fruits, foliage, and flowers	----	12
Color analysis and values.....		
Flat washes in watercolor.....		
Modeling in clay.....		
Perspective in pencil drawing and pastel....		
*English 10-11.....	6	9
*†Latin 0 or	-----	9
*†French 10-11		
or		
*†German 10-11		
*History 16-17	6	9
Electives	6	9
Total hours of work each week, including preparation.....		48

SOPHOMORE YEAR

†Studio Work:

Elementary antique	}	18
Still-life painting		
Original designing		
Outdoor sketching		
Perspective		
Composition		

*One hour of recitation is supposed to require two hours of preparation.

†When the head of the department deems it advisable, she may require a student to reduce the number of studio hours and increase her literary work by an equivalent amount.

‡Students will continue the foreign language offered for entrance.

Subjects	Semester Hours	Total Per Week
*English 20-21	6	9
*History 22-23	6	9
*Electives	6	9
Total hours of work each week, includ- ing preparation		— 45

JUNIOR YEAR

†Studio Work:		
Advanced antique	}	21
Still-life painting		
Illustration and composition.....		
Advanced modeling		
Life drawing		
Landscape painting		
*Art History 30-31.....	4	6
Religion 20, 21, 22, 23.....	6	9
*Physiology (first semester).....	}	9
‡Electives		
Total hours of work each week, includ- ing preparation		— 45

SENIOR YEAR

†Studio Work:		
Painting from still-life in oil, watercolor and pastel	}	21
Painting from the head and draped life model		
Landscape painting in all mediums.....		
Applied design.....		
Original Composition; normal work.....		
*Art History 40-41.....	4	3
‡Electives	12	21
Total hours of work each week, includ- ing preparation		— 45

*One hour of recitation is supposed to require two hours of preparation.

†When the head of the department deems it advisable, she may require a student to reduce the number of studio hours and increase her literary work by an equivalent amount.

‡Those expecting to teach are advised to elect Education.

History of Art

30-31. History of Art.

Required of juniors. Elective for A.B. students. Prerequisite: English Composition 10-11 and History 22-23. Tuesday, Thursday, 2:45. Credit given for first semester. First semester's work a prerequisite for second semester. MISS POTEAT

TEXTS: Gardner, *Art Through the Ages*; Reinach, *Apollo*.

40-41. Advanced History of Art.

Required of seniors. Elective for A.B. students. Prerequisite: History of Art 30-31. Two hours a week for a year. Hours to be arranged.

An intensive study of selected subjects and periods in Art, with lectures, discussions, and special history papers. MISS POTEAT

Art Education

*36-37. Principles of Art Education.

Elective for all students. Two hours a week for a year. Credit four semester hours. Wednesday, Friday, 8:30.

Credit given for first semester. First semester's work a prerequisite for the second semester.

The following course is offered for those who wish to know something of the theory and practice of design and color as related to the home and the trades; and for those who wish to cultivate an appreciation of the principles of beauty as seen in nature and in the fine arts.

Art students may substitute this course for an equivalent part of the work of the senior year.

First Semester:

1. Composition in line and mass; space arrangement; principles of balance, rhythm, proportion, emphasis, and harmony, with application to problems in everyday life.

2. Analysis, theory, and use of color; outline courses for grade work; poster making.

Second Semester:

1. Study of historic costume and its adaptation to modern dress, with selected problems for high school work. Interior decoration;

*Counted as Education at the State Department for those who are to teach Art.

study of historic and modern interiors; period furniture and its modern uses.

2. Occasional lectures, continuing through the year; a study of some historic masterpieces as related to our present-day problems; an elective craft.

MISS TILLEY

39. Industrial Art.

Prerequisite: Art Education 36. Credit: two semester hours.

The aim of the course is to show the vital relation of Art to life and industry and to develop an appreciation for the beautiful and the power to produce beautiful things. The work includes principles of applied design, lettering, poster design, block printing, dyeing, leather work.

MISS TILLEY

*60-61. Principles of Art Education.

Elective for Art students. Two hours a week for a year. Credit: Four semester hours. Hours of recitation to be arranged.

A course in methods of instruction; a study of composition problems in harmony, rhythm, balance, and unity adapted to the grades and the high schools; the study of art needs of the community and state.

MISS TILLEY

* Counted as Education at the State Department for those who are to teach Art.

Department of Music

ISAAC LUCIUS BATTIN, *Professor*

MAY CRAWFORD, *Associate Professor*

CHARLOTTE ELIZABETH ARMSTRONG, *Associate Professor*

ETHEL M. ROWLAND, *Associate Professor*

MARTHA CAROLINE GALT, *Assistant Professor.*

VIRGINIA BRANCH, *Instructor*

ALVERDA ROSEL, *Instructor*

WILLIAM ARTHUR POTTER, *Lecturer*

MARGARET HIGHSMITH BROWN, *Lecturer*

The courses in the Department of Music fall into four principal groups, namely: courses in history and appreciation designed primarily as cultural courses for students not specializing in music, courses in teaching methods designed to prepare for work as a teacher of music [in the public schools, or as a private teacher], courses in theory and composition designed to furnish a solid background for the understanding and interpretation of the greatest music as well as to develop to the fullest the creative ability of the individual, and courses in singing and playing leading to artistic performance. The importance of supplementing a musical education by a liberal cultural education is now more than ever before realized. While it is true that there are those who have attained to success in music with little or no cultural background, they are the exceptions, and most eminent musicians have been persons of liberal education, for the understanding and appreciation of music are governed to a large extent by the understanding and appreciation of life. For this reason the literary requirements for entrance and graduation with the major in music are considered very essential and made an important part of the total requirements for a degree.

Admission to Classes

A. *Literary Requirements.*

For admission to the freshman class a candidate must offer fifteen units of the entrance requirements for the A.B. degree.

For a detailed description of these courses see pages 23-27. A unit represents four one-hour recitations or five forty-five-minute recitations a week throughout a secondary school year, and is estimated to be equivalent to one-fourth of the work in one year in the high school.

Every candidate for a degree must offer :

English	4 units
French }	
or }	
German }	2 units
*Electives	9 units
	—
Total	15 units

B. *Musical and Technical Requirements.*

Students are graded in music according to the quality as well as the quantity of work done, and therefore on entering are classified only tentatively until the value of their entrance music can be determined. Students are assigned to teachers according to their needs and abilities, and resident students may study only with teachers engaged by the college.

1. *For admission with the major in piano* a student should be able to play :

(a) All scales and arpeggios, major and minor, through four octaves, parallel motion, at a moderate tempo.

(b) Several studies of the difficulty of: Duvernoy Op. 120, Bertini Op. 100, Czerny Op. 636, Jensen "25 Piano Studies," Heller Op. 46, Gurlitt Op. 54.

(c) A sonata of the difficulty of Mozart "Sonata in C major," Haydn "Sonata in C major," Beethoven Sonatas Op. 49, Nos. 1 and 2.

(d) Lighter pieces of the difficulty of Tschaikowsky "Song

*Any required or elective subjects allowed for entrance to the A.B. course may be offered (see page 22) ; also a half-unit or a unit in the Theory of Music will be accepted, according to the amount of time given to the work.

of the Lark," Schuytte "Witches' Revel," Schubert "Scherzo in B flat," Merkel "Butterfly."

2. *For admission with the major in organ* a student should be able to play one or more of the Eight Short Preludes and Fugues of Bach as well as lighter pieces by Dubois, Guilmant, Smart, and other composers. A few talented students who have never studied organ, but who are well prepared in piano, may be admitted without previous study of the organ, at the discretion of the instructor.

3. *For admission with the major in voice* a student should possess a good natural voice and a correct musical ear. Some knowledge of the piano will be found helpful and will reduce the time to be devoted to piano as a secondary subject. In general, applicants for admission with the major in voice will be expected to sing several songs, for at least one of which they should play their own accompaniment.

4. *For admission with the major in violin* a student should have theoretical and practical knowledge of all positions and all bowings, and should be able to play all major and minor scales through two octaves, at moderate tempo. In addition etudes of the difficulty of Laoureux Book II, Mazas Op. 36, Kayser Op. 20; pieces by Bohm, Danccla, Beriot, Raff, and other composers; and a movement from a sonata or simple concerto should be offered. Some knowledge of the piano will be found helpful and will lessen the time to be devoted to piano as a secondary subject.

5. *For admission with the major in violoncello* a student should have studied the first two volumes of Dotzauer's "Violoncello Method" or "Pottier's "Violoncello Method," Tabbs' "Position Studies" and Bast's "Book of Scales and Arpeggios"; and should offer several pieces by Schmidt, Blair, Popper, Goltermann or other recognized composers. A few talented students who have a good musical foundation in piano or violin, but who have not studied violoncello, may be admitted at the discretion of the instructor.

6. *For admission with the major in public school music* a student should give evidence of having taken enough work in piano or voice, or both, to be able to complete in four years the requirements for the degree with the major in public school music.

7. *For admission with the major in composition* a student should possess a sensitive musical ear and should present enough original work to satisfy the instructor that she can pursue the course with profit.

Conditioned Students

Freshmen must offer fifteen units and are not allowed any conditions in literary subjects. Freshmen must remove all conditions in practical music by the end of the first semester.

Sophomores may have conditions not exceeding three hours, but only a slight condition in practical music will be allowed. Sophomores must remove all conditions in practical music by the end of the first semester.

Juniors and seniors may be conditioned to the extent of three hours in their theoretical and literary work, but no student will be rated as a junior or senior if conditioned in her major subject.

Irregular Students

Those who cannot meet the entrance requirements in practical music, but who offer fifteen entrance units, including three in English and two in French or German, may be classed as irregular students in music.

Requirements for Graduation

To be entitled to a degree of Bachelor of Music the student in addition to the fifteen units offered for entrance must have satisfactorily completed the course in Piano, Organ, Violin, Violoncello, Composition, Voice, or Public School Music as outlined on pages 80-85 of the catalogue, and with the major in Piano, Organ, Violin, Violoncello, or Voice must have given a

public recital of standard works from memory in a creditable and artistic manner. Graduates in Violin, Violoncello, Composition, Voice, and Public School Music must have completed sufficient work in piano to be able to play simple accompaniments at sight. Graduates in Composition must have had a program of their works performed at the college in lieu of a graduation recital.

In Piano, Organ, Violin, or Violoncello the requirements are forty-eight semester hours of literary work, thirty-six semester hours of theoretical work, and thirty-eight semester hours of practical music. In Composition the requirements are the same except that a student may substitute not more than eight semester hours of additional theoretical work for the same amount of work in practical music, at the discretion of her major professor.

In Voice the requirements are forty-eight semester hours of literary work, twenty-six semester hours of theoretical work, thirty-eight semester hours of practical music, and ten semester hours of either literary or theoretical courses as outlined on pages 82-83.

In Public School Music the requirements are forty-eight semester hours of literary work, sixty-six hours of theoretical and practical music, and eight semester hours chosen from either group as outlined on pages 84-85.

Each student is required to take approximately forty-five hours of work a week, and no student may take more than forty-eight hours of work a week except by action of the committee on prescribed and extra work.

During the regular examination week at the end of each semester all students majoring in the department take an examination before the college music teachers, and are graded accordingly.

Equipment

Four grand pianos, forty upright pianos, a large three-manual organ, a two-manual and pedal reed organ, a pedal piano, and

numerous orchestral instruments furnish thorough equipment for efficient teaching.

Students' Recitals

Students' recitals are held once a week, at which all music students are required to be present, and in which they are required to take part when requested to do so by their teachers.

Freshmen and sophomores majoring in piano, organ, voice, violin, or violoncello will appear in recital at least once each semester, except that freshmen may be excused the first semester. Juniors will be heard at least twice each semester, and seniors at the discretion of their major professors. Students may give individual recitals at the discretion of their major professors, after securing the sanction of the head of the department.

Concerts

One of the most important parts of a musical education, as well as one of the best sources of inspiration for hard work, is the hearing of concerts by eminent artists. The college appropriates a substantial fund to bring musicians as well as lecturers to the campus, and many opportunities are thereby afforded for hearing the best music well performed. In addition the Raleigh Civic Music Association and other organizations frequently bring artists to Raleigh for recitals, which music students can usually arrange to attend. Besides which there are in Raleigh many excellent musical organizations that in their programs give opportunity to hear the finest choral and instrumental works. Members of the faculty of the Department of Music too are very active as recitalists, and the Faculty Concerts* given on Sunday afternoons throughout the college year include works from all schools of composition, and for organ, piano, violin, violoncello, voice, and combinations of these instruments, and are a very important part of the life of the college.

*Program of these concerts may be obtained upon application to the Professor of Music.

Supplies

The college maintains a supply store at which students may purchase the music and supplies needed in their studies, thus avoiding any delay in getting them. The college does not grant students credit, but those who wish the convenience of a charge account may deposit any desired sum of money with the store with the understanding that that which is not used up by the purchase of supplies will be returned at the end of the year.

Outline of Course Leading to Degree of Bachelor of Music
With the Major in Piano, Organ, Violin,
Violoncello, or Composition

FRESHMAN YEAR

Subjects	Semester Hours	Total Per Week
*English 10-11	6	9
*†French or German 10-11.....	6	9
*History 16-17	6	9
*Elementary Harmony 10.0-11.0.....	4	6
Solfeggio 16.0-17.0.....	2	3
Practice 10.5-11.5, 12.5-13.5, 14.5-15.5, or 16.5-17.5..	8	12
	—	—
Total hours.....	32	48

SOPHOMORE YEAR

*English 20-21	6	9
*†Religion 20-21 or 22-23.....	6	9
*Advanced Harmony 20.0-21.0.....	4	6
Solfeggio 26.0-27.0.....	2	3
*Music History 20.1-21.1.....	4	6
Practice 20.5-21.5, 22.5-23.5, 24.5-25.5, 26.5-27.5.....	8	12
	—	—
Total hours.....	30	45

*Each hour of recitation is supposed to require two hours of preparation.

†French or German must be continued in college two years unless French 10-11 or German 10-11 is completed during the freshman year.

JUNIOR YEAR

Subjects	Semester Hours	Total Hours Per Week
*¶Literary Elective	6	9
Advanced Counterpoint 30.0-31.0.....	4	6
Solfeggio 36.0-37.0	2	3
*Pedagogy 34.6-35.6 or 36.6-37.6.....	4	6
†Musical Electives	4	6
§Practice 30.5-31.5, 32.5-33.5, 34.5-35.5, or 36.5-37.5..	10	15
	—	—
Total hours.....	30	45

SENIOR YEAR

¶Literary Electives	12	18
§Musical Electives	6	9
‡Practice 40.5-41.5, 42.5-43.5, 44.5-45.5, or 46.5-47.5..	12	18
	—	—
Total hours.....	30	45

*Students majoring in Composition may substitute other theoretical courses for Pedagogy.

†Courses which may be elected in the junior year are Teaching Methods, 20.6-21.6, 30.6-31.6, 32.6-33.6. Ensemble, 30.3-31.3, or 34.3-35.3. Music History, 40.1 or 41.1 (by special consent of the instructor). Chamber Music 40.3-41.3 (by special consent of the instructor).

‡Students majoring in Composition must take Advanced Composition, 40.0-41.0, and may substitute eight hours, or any desired number less, of Composition seminar work for practical music.

§Courses which may be elected in the senior year are Advanced Composition, 40.0-41.0; Advanced Solfeggio, 46.0-47.0; Music History, 40.1; Interpretation, 41.1; Esthetics, 42.1; The Symphony, 43.1; Chamber Music, 40.3-41.3; Composition Seminar, 48.0-49.0; History Seminar, 48.1-49.1.

¶Electives may be chosen from any required or elective subject in any department. Those expecting to teach are advised to elect Education. Music students electing a subject from the Music department as a second major may substitute four semester hours of Music History for A.B. electives.

Outline of Course Leading to Degree of Bachelor of Music With the Major in Voice

FRESHMAN YEAR

Subjects	Semester Hours	Total Per Week
*English 10-11	6	9
*†Language 10-11	6	9
*History 16-17	6	9
*Elementary Harmony 10.0-11.0.....	4	6
Solfeggio 16.0-17.0.....	2	3
Practice 18.5-19.5 and 10.5-11.5.....	8	12
	—	—
Total hours.....	32	48

SOPHOMORE YEAR

*English 20-21	6	9
¶*Religion 20-21 or 22-23.....	6	9
*Advanced Harmony 20.0-21.0.....	4	6
Solfeggio 26.0-27.0	2	3
¶*Music History 20.1-21.1.....	4	6
Practice 28.5-29.5 and 20.5-21.5 (or 10.5-11.5).....	8	12
	—	—
Total hours.....	30	45

*Each hour of recitation is supposed to require two hours of preparation.

†French or German must be continued two years in college, unless French 10-11 or German 10-11 is completed during the freshman year.

¶Students able to take 16 hours a semester may leave Music History until their junior year and take a language their sophomore year. A few students may be allowed to postpone taking Religion until their junior year in order to take a language their sophomore year.

JUNIOR YEAR

Subjects	Semester Hours	Total Hours Per Week
‡Literary Elective	6	9
*Advanced Counterpoint 30.0-31.0.....	4	6
Solfeggio 36.0-37.0	2	3
*§Theoretical or Literary Electives.....	8	12
Practice 38.5-39.5, and 20.5-21.5 (if the piano requirements are not yet completed).....	10	15
	—	—
Total hours	30	45

SENIOR YEAR

‡*Literary Electives	12	18
§*Theoretical or Literary Electives.....	6	9
Practice 48.5-49.5 (and piano if so advised by the major professor)	12	18
	—	—
Total hours.....	30	45

*Each hour of recitation is supposed to require two hours of preparation.

‡Electives may be chosen from any required or elective subject in any department. Those expecting to teach are advised to elect Education. Music students electing a subject from the Music department as a second major may substitute four semester hours of Music for A.B. electives.

§Four hours of theoretical electives must be taken either during the junior or senior year in order to complete the degree requirements of 26 theoretical hours. For theoretical electives available see the outline of the course with the major in piano, organ, violin, violoncello, or composition.

Outline of Course Leading to Degree of Bachelor of Music With the Major in Public School Music

FRESHMAN YEAR

Subjects	Semester Hours	Total Per Week
*English 10-11	6	9
*†Language 10-11	6	9
*History 16-17	6	9
*Elementary Harmony 10.0-11.0.....	4	6
Solfeggio 16.0-17.0	2	3
‡Practice 10:5-11.5	8	12
Total hours.....	32	48

SOPHOMORE YEAR

*English 20-21	6	9
*Religion 20-21 or 22-23.....	6	9
*Advanced Harmony 20.0-21.0.....	4	6
Solfeggio 26.0-27.0	4	3
Grade School Methods 20.6-21.6.....	4	6
‡Practice 20.5-21.5 and/or 18.-19.5.....	8	12
Total hours.....	30	45

*Each hour of recitation is supposed to require two hours of preparation.

†French or German must be continued in college two years, unless French 10-11 or German 10-11 is completed during the freshman year.

‡Students in Public School Music are required to complete Secondary Piano and at least six hours of Voice. Those completing their Voice and Piano requirements before the junior or senior year may elect any other courses in practical music upon the advice of their major professor.

JUNIOR YEAR

Subjects	Semester Hours	Total Per Week
*Literary Elective	6	9
*Psychology 20, Psychology 31.....	6	9
*Advanced Counterpoint 30.0-31.0.....	4	6
Solfeggio 36.0-37.0	2	3
*History of Music 20.1-21.1.....	4	6
High School Methods 30.6-31.6.....	2	3
§Teaching Music Appreciation 32.6-33.6 or Prac- tice Teaching 46.8-47.8.....	2	3
‡Practice 18.5-19.5 and/or 20.5-21.5, or 28.5-29.5.....	4	6
	—	—
Total hours.....	30	45

SENIOR YEAR

*Education 32, Elective.....	6	9
*Pedagogy 34.6-35.6 or 36.6-37.6.....	4	6
The School Chorus and Orchestra 40.6-41.6.....	6	9
Practice Teaching 46.6-47.6.....	4	6
*§Electives	8	12
‡Practice 28.5-29.5 and/or 20.5-21.5.....	2	3
	—	—
Total hours.....	30	45

*Each hour of recitation is supposed to require two hours of preparation.

‡Students in Public School Music are required to complete Secondary Piano and at least six hours of Voice. Those completing their Voice and Piano requirements before the junior or senior year may elect any other courses in practical music upon the advice of their major professor.

§If practice teaching is elected in the junior year then the Teaching of Music Appreciation 32.6-33.6 must be taken during the senior year. Otherwise the elective courses of the senior year may be chosen either from literary, theoretical, or practical courses at the advice of the major professor. For the theoretical courses which may be elected see the curriculum for the course with the major in piano, organ, violoncello, or composition.

Courses in Music

*A. Theoretical Courses

10.0-11.0. Theory, Elementary Harmony.

Required of freshmen majoring in music. Credit: two hours each semester. Wednesday, Friday, 12:00. Group conferences to be arranged.

A course beginning with the definition of intervals, chord formation, etc., and leading the student through the use of all triads and their inversions, the dominant seventh and its inversions, and touching upon the secondary seventh chords and other discords. The work includes the harmonization of both figured and unfigured basses and melodies. A number of the class periods are given over to free composition, in which the student is encouraged to experiment and the rules of harmony are made subservient to the parent and all inclusive rules of good taste. At all times the student is encouraged to think contrapuntally. [The class meets twice a week for lectures and recitation and in addition each student is required to meet the instructor once a week in conference with one or two other students, when individual work is discussed and instruction is given in keyboard harmony.]

TEXTS: Mansfield, *The Students' Harmony*; Wedge, *Keyboard Harmony* (for piano majors); Heacox, *Keyboard Harmony* (for all other students).

MR. BATTIN and STAFF

16.0-17.0. Solfeggio and Musicianship.

Required of freshmen majoring in music. Credit: one hour each semester. Tuesday, Thursday, Saturday, 8:30.

A study of all phases of music through sight-singing and dictation, beginning with very easy exercises and proceeding gradually to those involving complex rhythms and careful interpretation. The principal text is Dannhauser and Lemoine, *Solfège des Solfèges*; Wüllner, *Sight-singing Exercises*; Greenwood, *Two-Part Exercises*; Bertolotti, *Fifty Two-Voice Solfeggi*, being used for supplementary material. Dictation is given from Schwartz, *1822 Exercises du Précis de Dietée Musicale*, Alchin, *Tone Thinking and Ear Testing*, and Robinson, *Aural Harmony*. The work is given as a laboratory course meeting three times a week for one hour and requiring no preparation.

Book fee: \$1.00 upon first registration.

MISS ROSEL

* Maximum credit allowed toward the A.B. degree is twelve semester hours.

20.0-21.0. Advanced Harmony and Elementary Counterpoint.

Prerequisite: Harmony 10.0-11.0. Required of sophomores majoring in music. Credit: two hours each semester. Tuesday, Thursday, 11:00. One conference each week.

A continuation of Harmony 10.0-11.0. Chords of the ninth, eleventh, and thirteenth. Passing notes, bye tones, and auxiliary notes. Suspensions, pedal points, harmony in more than four parts. An introduction to strict counterpoint as the use of the simplest materials of musical composition and a training for free part writing. Advanced keyboard harmony. Original composition as in Harmony 10.0-11.0.

TEXTS: The same as for Harmony 10.0-11.0 with the addition of Prout, *The Students' Counterpoint*. MR. BATTIN

26.0-27.0. Solfeggio and Musicianship.

Prerequisite: Solfeggio 16.0-17.0 Required of sophomores in music. Credit: one hour each semester. Monday, Wednesday, Friday, 11:00.

A continuation of Solfeggio 16.0-17.0, using the same methods and texts. The work is more advanced and includes a study of the 1st, 3d, and 4th lined C clefs as well as the G and F clefs studied in Solfeggio 16.0-17.0. MISS ROSEL

20.1-21.1. The History of Music.

Prerequisite: English 10-11 and History 16-17. Required of students majoring in music. Credit: two hours each semester. Tuesday, Thursday, 8:30.

First Semester: A detailed study of the history of music from primitive times to the end of the sixteenth century.

Second Semester: Continued study from the beginning of the seventeenth century to the present, with a critical analysis of instrumental and vocal masterpieces of all periods.

TEXT: Pratt, *History of Music*.

MISS ARMSTRONG

20.6. Materials and Methods of Teaching Music in the Kindergarten and Lower Grades.

Required of sophomores in Public School Music. Credit: two hours. The first semester, Tuesday, Thursday, 1:45.

A study of the various texts in use in the kindergarten and first four grades, the use of songs and dances, rhythmic studies for chil-

dren. Planning the work in the classroom and for the year; methods of interesting children in music and problems of classroom management. The project method of teaching, and the relation of music to other subjects.

MRS. BROWN

21.6. Materials and Methods of Teaching Music in the Higher Grades.

Required of sophomores in Public School Music. Credit: two hours. The second semester, Tuesday, Thursday, 1:45.

A detailed study of the texts in use in the fifth, sixth, seventh, and eighth grades. Methods of presenting music to pupils in the higher grades and discussion of the problems which confront the grade teacher.

MRS. BROWN

30.0-31.0. Advanced Counterpoint and Composition.

Prerequisite: Harmony 20.0-21.0. Required of juniors majoring in music. Credit: two hours each semester. Monday, Wednesday, 9:30.

A continuation of the work of Harmony 20.0-21.0. Strict counterpoint in all five species in two, three, four, and five parts. Composition in the simpler classic forms. Canon. Composition of motets and anthems in four parts and of a three-part fugue. Free composition as in all other courses, with emphasis on the extensions of the rules of strict counterpoint which lead to smooth part writing in a free style. Two recitations and one conference a week.

TEXT: Kitson, *The Art of Counterpoint*.

MR. BATTIN

36.0-37.0. Solfeggio and Musicianship.

Prerequisite: Solfeggio 26.0-27.0. Required of juniors majoring in music. Credit: one hour each semester. Tuesday, Thursday, Saturday, 9:30.

A continuation of the work of Solfeggio 26.0-27.0, involving a study of all the clefs and difficult exercises in one, two, and three parts. Special attention is given to harmonic dictation in four parts.

MR. BATTIN

34.6-35.6. The Teaching of Piano.

Required of majors in piano. Credit: two hours each semester. Wednesday, Friday, 8:30.

Methods of teaching to children notation, piano technique, elements of theory, rhythm and ear training, with a systematic study of

material suitable for beginners of all ages, as well as more advanced students. Students taking this work do observation and practice teaching under the supervision of the instructor.

MISS CRAWFORD and MISS BRANCH

36.6-37.6. The Teaching of Stringed Instruments.

Required of majors in violin and violoncello. Credit: two hours each semester. Wednesday, Friday, 8:30.

A short résumé of the history of stringed instruments, their construction, and literature. Methods of teaching children notation, elements of theory, ear-training, left-hand technique, bowing technique; good tone production; systematic study of material for pupils of all grades of advancement; the correcting of defects in pupils who have been previously badly taught, and other problems that face the teacher. Students taking this work do observation and practice teaching under the supervision of the instructor.

MISS ARMSTRONG

30.3-31.3. Piano Ensemble.

Credit: one hour each semester. Hours to be arranged.

A study of the standard symphonies and overtures through four- and eight-hand arrangements for piano, with special attention to sight-reading, rhythm, quick adjustment to the artistic needs of the moment, and poise on the part of the players. A laboratory course meeting for three hours a week and requiring no preparation.

MISS GALT

34.3-35.3. Stringed Instrument Ensemble.

Credit: one hour each semester. Hours to be arranged.

A study of the standard overtures and symphonies in arrangements for strings, and strings and piano. Special attention is given to sight-reading and rhythm as in Ensemble 30.3-31.3. A laboratory course meeting for three hours a week and requiring no preparation.

MISS ARMSTRONG

30.6-31.6. The Teaching of Music in the High School.

Required of majors in Public School Music. Credit: one hour each semester. Wednesday, Friday, 12:00.

The organization and conduct of a high school department of music. Songs and texts suitable for high school use. The care of the adolescent voice. Discussion of problems peculiar to the junior high school, senior high school, rural school, and the consolidated school. Two lectures and one hour of preparation a week.

MR. POTTER

32.6-33.6. The Teaching of Music Appreciation.

Required of majors in Public School Music. Credit: one hour each semester. Hour to be arranged.

A study of the great music of all times and of the lives of the great composers from the esthetic rather than the historical point of view. Texts suitable for use in teaching music appreciation. The use of the piano, victrola, and other instruments. Students' recitals. A course designed primarily to give the future teacher that contact with the greatest music which will of itself give her an appreciation of music which is spontaneously contagious. One two-hour lecture a week and one hour of preparation.

MRS. BROWN

40.0-41.0. Advanced Composition and Orchestration.

Prerequisite: Counterpoint 30.0-31.0. Credit: two hours each semester. Wednesday, Friday, 8:30.

Composition in the larger forms for voice, chorus, individual instruments, and combinations of instruments, following largely the inclination of the individual student. A thorough study of all the orchestral instruments and the making of arrangements and composition for full orchestra. Two recitations and one conference a week.

MR. BATTIN

46.0-47.0. Advanced Solfeggio.

Prerequisite: Solfeggio 36.0-37.0. Credit: one hour each semester. Hours to be arranged.

A study of very difficult solfeggio and difficult harmonic and melodic dictation, leading to the reading and visualization of difficult scores. A part of the time of the class is devoted to a study of the standard oratorios and operas. Three periods a week, with no preparation.

MR. BATTIN

40.1. Interpretation.

Credit: two hours. Wednesday, Friday, 11:00.

The aim of this class is to enable students to understand and interpret the work of all periods and styles through a knowledge of the esthetic principles involved in their development. In order to understand the real thoughts and emotions of musical compositions it is necessary to make a detailed study not only of the life and character of the composer, but also of the forms of expression peculiar to him and his time. Special attention is given to the study of musical ornamentation, appoggiatura, acciacatura, turns, mordents, and trills. Compositions studied by different members of the class

are analyzed, and thus all the class gain a wider knowledge of musical literature than each alone is able to acquire. MISS CRAWFORD

41.1. Wagner and His Music Dramas.

Credit: two hours. Wednesday, Friday, 11:00.

A detailed study of the life and works of Richard Wagner, with emphasis on his contribution to the development of modern music.

MISS ARMSTRONG

42.1. The Esthetics of Music.

Credit: two hours. Wednesday, Friday, 1:45.

A course in the appreciation of music from the standpoint of the listener, with especial emphasis on the psychological aspect of musical composition, form, and interpretation. The lectures are supplemented by numerous musical illustrations.

MR. BATTIN

43.1. The Development of the Symphony.

Credit: two hours. Wednesday, Friday, 1:45.

The history of the symphony with a detailed study of several works and sufficient hearing of about a dozen outstanding works that the student becomes very familiar with them. The styles of different composers and the development of orchestration is emphasized. No prerequisite is required, but Esthetics 42.1 will be found helpful, as will also Music History 30.1-31.1 and 41.1.

MR. BATTIN

40.3-41.3. Chamber Music.

Credit: one hour each semester. Hours to be arranged.

A practical study of the classical and modern works of chamber music from the easy sonatas of Haydn and Mozart through trios, quartets, and quintets by Beethoven, Mendelssohn, Schubert, Schumann, Brahms, Franck, and others. A laboratory course meeting for three hours a week.

MISS ROSEL

40.6-41.6. The School Chorus and Orchestra.

Required of students majoring in Public School Music. Credit: three hours each semester. Thursday, Saturday, 8:30.

Organizing the school chorus and orchestra. Music suitable for each. Orchestral methods; teaching singing and orchestral instruments in classes. The essentials of conducting. Arranging music for the school orchestra. Students who have not studied a stringed instrument are required to take one violin lesson a week throughout

the year. Those who have studied a stringed instrument are required to familiarize themselves with at least one other stringed instrument. All students are required to learn to play at least one wood-wind and one brass instrument in addition to learning the characteristics of all the instruments and are also taught to make minor repairs to the same. Two recitations and one one-half hour lesson a week, three and one-half hours preparation and three hours practice.

Studio fee: \$5.00 per semester.

MR. BATTIN and STAFF

46.6-47.6. Observation and Practice Teaching.

Observation and practice teaching is arranged in the public schools of Raleigh and in the rural schools of Wake County. This course is a practical application of all that has been learned in the methods courses previously taken.

MR. POTTER and STAFF

48.0-49.0. Composition Seminar.

Credit; not to exceed two hours a semester. Hours to be arranged.

Original composition under the personal supervision of the instructor in theory and composition.

MR. BATTIN

48.1-49.1. History Seminar.

Credit; not to exceed two hours a semester. Hours to be arranged.

Reading and library research under the personal supervision of the instructor in history or another instructor especially interested in the problem to be pursued by the student.

MISS ARMSTRONG and STAFF

1. Choir.

All students majoring in music are required to sing in the choir, which studies the best music and frequently appears in public. Members of the choir are required to attend all rehearsals and concerts, which always include a concert of Christmas music during the Christmas season, a service on Founders' Day, and a concert during Commencement week. Students not majoring in music who possess good singing voices may become members of the choir at the discretion of the director.

2. Criticism Class.

Any teacher may require his or her students in practical music to

attend a criticism class once a week, where the students perform for one another and criticise one another's work.

B. Practical Courses

All courses in practical music require three hours practice per week for each semester hour credit, and for every three semester hours credit, or fraction thereof, a student must take not less than one lesson a week, of at least a half-hour duration, throughout the semester. No student is permitted to take more than eight semester hours of practical music in any one semester. When the rosters of teachers permit, a limited number of students not majoring in music may be allowed to take work in practical music without college credit. The work in practical music is adjusted to suit the needs of each individual student, but in general follows the outline of the following courses:

Piano

MISS CRAWFORD, MISS GALT, MISS BRANCH

10.5-11.5. Freshman Piano.

Studies of the difficulty of Czerny Op. 299, Loeschorn Op. 66; Bach *Two-Part Inventions*; Sonatas of the difficulty of Haydn in D major, Mozart in F major; the easier *Songs Without Words* of Mendelssohn, *Lyric Compositions* by Grieg, and other pieces of similar difficulty.

20.5-21.5. Sophomore Piano.

Etudes of the difficulty of Cramer *Selected Studies*, Heller Op. 45, *Low's Octave Studies*; Bach *Three-Part Inventions*; Sonatas of the difficulty of Beethoven Op. 14, Nos. 1 and 2; pieces by MacDowell, Chaminade, and other composers.

30.5-31.5. Junior Piano.

Etudes of the difficulty of Clementi *Gradus ad Parnassum*, Heller Op. 16, Kullak Op. 48, No. 2; Bach *French Suites*, *Well Tempered Clavichord*; Sonatas of the difficulty of Beethoven Op. 10, No. 2, Op. 26, Op. 27, No. 1; Concertos by Godard, Mozart; pieces by Chopin, Schubert, Schumann, and others, including modern composers.

40.5-41.5. Senior Piano.

Etudes of the difficulty of Chopin Op. 10 and Op. 25, and Rubenstein *Etudes*; Bach *Well Tempered Clavichord*; Sonatas of the difficulty of Beethoven Op. 28, Op. 53, Op. 57; Concertos by Beethoven, Rubenstein, Weber, Mendelssohn, Grieg, MacDowell, Liszt, Rachmaninoff, and others; pieces by Chopin, Liszt, Rubenstein, and others, including modern composers.

Secondary Piano.

Students majoring in Organ, Violin, Violoncello, Voice, and Public School Music are required to take piano as a secondary subject. Such students are exempt from part of the memorizing required of piano majors, and their work is organized so as to give them a maximum of technique and sight-reading ability in a minimum of time. The graduation requirement of ability to play simple accompaniments at sight will usually be satisfied by completion of the work required for credit in Piano 21.5.

Organ

MR. BATTIN

12.5-13.5. Freshman Organ.

Manual and pedal technique; Bach *Eight Short Preludes and Fugues*; short pieces involving the fundamentals of registration and use of the expression pedals; hymn playing. Students beginning organ usually take half their work in organ and half in piano, thus avoiding excessive fatigue due to too much organ practice and at the same time rounding out their finger technique.

22.5-23.5. Sophomore Organ.

Bach *Preludes and Fugues* of the first master period, *Choral Preludes*; Sonatas by Guilmant, Mendelssohn; simpler works of the modern schools.

32.5-33.5. Junior Organ.

Bach, smaller works of the mature master period, selected movements from the *Trio Sonatas* and *Concertos*; Sonatas by Guilmant, Mendelssohn, Borowski, Lemmens, Rheinberger, and others; pieces by Dubois, Salome, Lemmens, and other composers.

42.5-43.5. Senior Organ.

Bach, larger works of the mature master period; compositions of Franck; symphonies of Widor, Vierne; compositions of the modern French, English, German, and American schools.

Violin

MISS ARMSTRONG

14.5-15.5. Freshman Violin.

Thorough study of bowing and left-hand technique; Laoureux *Etudes*, Bk. II; Mazas Op. 36; Concertos by De Beriot and Accolay; Sonatinas by Schubert.

24.5-25.5. Sophomore Violin.

Scales and arpeggios in three octaves; Mazas *Etudes Specialis*, Kreutzer *Etudes*; Sonatas of Corelli and Handel; Concertos by Rode, Viotti, and Kreutzer.

34.5-35.5. Junior Violin.

Technical work continued; Etudes by Kreutzer and Fiorillo; Sonatas of Mozart and Beethoven; Concertos by Viotti, Kreutzer, and Mozart.

44.5-45.5. Senior Violin.

Scales in thirds and octaves; Etudes by Rode and Gaviniès; Concertos by Vieuxtemps, Wieniawski, Godard, and others; Sonatas by Bach, Tartini, and Beethoven.

Violoncello

MISS ROSEL

16.5-17.5, 26.5-27.5, 36.5-37.5, 46.5-47.5.

The courses in Violoncello are similar in grade to those given in Piano, Organ, and Violin. For graduation a student should play a recital of pieces of the difficulty of: Goltermann *Concerto in G*; sonatas by Bach or Beethoven; Popper *Tarentella*; Faure *Elegy*; Lalo *Chants Russes*; Bach *Arioso*; Matys *Romance*; Boccherini *Rondo*.

Voice

MISS ROWLAND

18.5-19.5. Freshman Voice.

Position and poise of the body, breath control; studies by Seiber and Vaccai supplemented by technical exercises for freedom and the development of tone production, the simpler songs from classical and modern composers.

28.5-29.5. Sophomore Voice.

Technical work of the freshman year continued; staccato and legato exercises; English and Italian diction; studies by Vaccai and Concone; moderately difficult songs by Schubert, Franz, Massenet, and representative American composers; easier solos from the oratorios.

38.5-39.5. Junior Voice.

More advanced technique; vocalizations by Concone, Lütgen, and others; French and German diction; songs by composers of classical and modern periods, including Brahms, Strauss, and Russian composers.

48.5-49.5. Senior Voice.

Technical work continued; classic and modern oratorio and opera; Italian, French, German, and English songs.

Commencement, 1930

JOHN LEONARD HILL, A.M.

Baccalaureate Sermon, Missionary Sermon

BERNARD C. CLAUSEN, D.D.

Literary Address

Degrees and Diplomas Awarded

Bachelor of Arts

Allen, Beulah Evelyn.....	Cary
Apple, Margaret Elizabeth.....	Greensboro
Askew, Pauline	Jamesville
Bagby, Mabel Strother	Wilson
Barkwell, Annie Sarah.....	Weeksville
Barrier, Sophia Nell.....	Decatur, Ala.
Beddingfield, Edna Earl.....	Millbrook
Beeker, Mabel King.....	Leaksville
Blaylock, Gladys Louisa.....	Cary
Boney, Annette Carter.....	Wallace
Bradsher, Ellen Merritt.....	Roxboro
Broadhurst, Mary Campbell.....	Greenville
Buchanan, Edith	Sylva
Bumgardner, Mamie Leila.....	Belmont
Byrd, Beulah Mae.....	Broadway
Covington, Eleanor	Cheraw, S. C.
Craig, Margaret Pescud.....	Marion
Culler, Edith Bernice.....	High Point
Cummings, Sarah Huffines.....	Reidsville
Deans, Elizabeth Annie	Colerain
Edwards, Mary Louise.....	Siler City
Evans, Dorothy Anne.....	Raleigh
Everett, Mary Gladys.....	Robersonville
Fender, Cora Elizabeth.....	North Wilkesboro
Ferebee, Marjorie	Gregory
Fowler, Mildred Evelyn.....	Zebulon
Fox, Bonnie Lee.....	Thomasville
Gambill, Lucile Elizabeth.....	West Jefferson

Gill, Bessie Gray.....	Raleigh
Gillie, Dorothy Frances.....	Reidsville
Grimes, Julia Matthews.....	Mount Olive
Hamby, Mary Elizabeth.....	Mebane
Harrell, Fronie Vandelya.....	Thomasville
Harris, Marion Beatrice.....	Seaboard
Harris, Mary Martha.....	Hickory
Hartsell, Emma Margaret.....	Kings Mountain
Huffman, Mary Louise.....	Morganton
Jackson, Annie Marie.....	Weeksville
Jackson, Myrtle Inez.....	Raleigh
Jackson, Verna Brown.....	Raleigh
James, Elizabeth McCauley.....	Laurinburg
Jolly, Grace Mildred.....	Ayden
Jones, Alice Freeman.....	Salemburg
Jones, Pearle Eleanor.....	Robbinsville
Kellum, Chloris	Wilmington
Kitchin, Pauline	Scotland Neck
Mason, Lillian Marguerite.....	Winston-Salem
Motte, Erma Inez.....	Wilmington
Nanney, Ellen Lucile.....	Rutherfordton
Nolen, Cora Leila.....	Stoneville
Obenshain, Blanche Emma.....	Buchanan, Va.
Odum, Annie Worth.....	Saint Pauls
Osborne, Sarah Harriett.....	Spartanburg, S. C.
Peele, Flora Margaret.....	Raeford
Preslar, Ruth	Wingate
Raiford, Jessie Bell.....	Seven Springs
Roberson, Della Louise.....	Robersonville
Roberson, Mary Emily.....	Raleigh
Robertson, Lillian Mae.....	Knightdale
Rowland, Dorothy	Rocky Mount
Royster, Roberta Mae.....	Fallston
Ruffin, Sallie Page.....	Raleigh
Sanders, Mabel Elizabeth.....	Jonesboro
Sharpe, Blanche	Cedar Grove
Sherwin, Edith Evelyn.....	Cary
Sloan, Lema	Apex
Smart, Euzelia Camolene.....	Henrietta
Tedder, Charlotte Susan.....	Shelby
Turner, Lillian	Currie
Ward, Emma Belle.....	Swansboro

Bachelor of Music

Bloodworth, Doris Erin, <i>Piano</i>	Raleigh
Coley, Annie Leigh, <i>Piano</i>	Rocky Mount
Boney, Annie Gray, <i>Voice</i>	Clinton
Fitzgerald, Lillian Pauline, <i>Public School Music</i>	Asheville
Holding, Elma Pettigrew, <i>Public School Music</i>	Wake Forest
Holding, Leila Royall, <i>Public School Music</i>	Wake Forest
Paul, Glennie, <i>Piano</i>	Beaufort
Trotman, Margaret Butler, <i>Public School Music</i>	Wake Forest
Vaughan, Otelia, <i>Public School Music</i>	Roanoke Rapids

Diploma in Art

Whittemore, Margaret	Reidsville
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Register of Students

Senior Class

A.B.

Abernethy, Helen	Reidsville
Albritton, Ruth Frances.....	Calypso
Allen, Bessie Christine.....	Cary
Arnette, Lois	Laurinburg
Ayscue, Elizabeth	Buie's Creek
Bailey, Fannie	Kinston
Baker, Nellie Mae.....	Ahoskie
Barber, Mary Ashworth.....	Waynesville
Barrow, Myrtle	La Grange
Beavers, Alice	Apex
Blalock, Jane Dudley.....	South Hill, Va.
Boomhour, Elizabeth Gregory.....	Raleigh
Bostick, Gertrude	Beulaville
Bowden, Edith	Raleigh
Briggs, Sarah Wooten.....	Raleigh
Britt, Nancy Spencer.....	Raleigh
Britt, Ruth Tolson.....	Raleigh
Brooks, Mary Eloise.....	Vass
Broughton, Margaret Ruth.....	Raleigh
Cagle, Evelyn	Carthage
Clark, Ellen Louise.....	Candler
Cole, Evangeline	Palmetto, Fla.
Cowan, Georgia	Apex
Cox, Beatrice	Raiford, Fla.
Crawford, Virginia Klutz	Goldsboro
Curran, Mary Willard	Henderson
Dark, Alma	Roseboro
Day, Ethel Kathryn.....	Southern Pines
Dodd, Margaret Frances.....	Belhaven
Durham, Kathleen	Lumberton
Fuller, Mary Susan	Louisburg
Goodwin, Mildred	Raleigh
Goodwyn, Kathleen	Raleigh
Gore, Bruce Brewer.....	Rockingham
Harris, Anne	Albemarle

Harris, Delphie	Oxford
Hartness, Lois	Raleigh
Haynes, Rosa Mae	Cliffside
Helms, Kathleen	Wingate
Hocutt, Alma	Burgaw
Herring, Annie Mildred.....	Zebulon
Hodges, Lulu Pearl.....	Dunn
Hoggard, Rachel	Lewiston
Jackson, Theta	Middleburg
James, Virginia	Laurinburg
Johnson, Lillian	Mount Airy
Johnston, Margaret Haynes.....	Wilmington
Jones, Annie Hollingsworth.....	Cameron
Jones, Ellen Royall.....	Cameron
Kendall, Martha Ruth.....	Raleigh
Kichline, Mildred Bachman.....	Raleigh
King, Gertrude Harris.....	Stoneville
Lamm, Eleanor	Raleigh
Lang, Virginia	Walstonburg
Lawrence, Dorothy	Apex
Layton, Susan	Lillington
Lee, Ruby Nora.....	Colerain
Lewis, Nancy	Farmville
Lovelace, Frances	Pinetops
Lucas, Margaret Elizabeth.....	Dunn
McAden, Mary Yarbrough.....	Semora
McCall, Evelyn	Marion
Makepeace, Kitty	Sanford
May, Madeline	Asheville
Miller, Vida Brown.....	Raeford
Minton, Elizabeth	Lewiston
Mumford, Louise	Wallburg
O'Quinn, Willie	Mamers
Preslar, Velma	Wingate
Price, Rachel	Ellenboro
Randolph, Edith	Raleigh
Ricks, Tempie	Whitakers
Rogers, Costa Adele.....	Mullins, S. C.
Simms, Anne Egerton.....	Raleigh
Sorrell, Juanita	Smithfield
Starling, Ruth	Hubert
Thacker, Anne Bunch.....	Raleigh

Thomas, Mary Irene.....	Rocky Mount
Tucker, Susanna	Raleigh
Upchurch, Nellie	Oxford
Varser, Lily Snead.....	Lumberton
Ward, Lucile	Salisbury
Watkins, Frances	Virgilina, Va.
West, Verona	Mount Airy
White, Anne Wilson.....	Raleigh
Williams, Mae	Whitakers
Wilson, Nelda	Lenoir
Woody, Ava Thornton.....	Stovall

Junior Class

A.B.

Aldridge, Lillian Florence.....	La Grange
Allen, Ida Kathryn.....	Bunnlevel
Barnes, Elizabeth Frances.....	Linwood
Barrett, Margaret	Laurinburg
Bass, Lurline	Farmville
Bowers, Alice Pauline.....	Wake Forest
Brandon, Sadie	Winston-Salem
Burgess, Elva	Raleigh
Cagle, Pauline	Wadesboro
Carson, Gertrude	Taylorsville
Carter, Alma	Fayetteville
Cates, Minwal	Burlington
Charles, Antoinette	Ahoskie
Choate, Prue	Salisbury
Cobb, Zula Speight.....	Windsor
Cook, Ophelia Alma.....	Lincolnton
Collie, Roxie	Greenville
Currin, Elma	Henderson
Daniel, Arline	Pleasant Hill
Davis, Lillian	Wake Forest
Deese, Emma	Albemarle
Doggett, Gwendolyn	Shelby
Dunn, Elizabeth Wynne.....	Raleigh
Elam, Mary Elizabeth.....	Kings Mountain
Gill, Lucy Glenn.....	Raleigh
Gilliam, Fannie	Statesville

Greene, Ruth Phelps.....	Aulander
Griffin, Edith	Spring Hope
Harrelson, Elizabeth	Shelby
Harton, Lora	Raleigh
Haynes, Margaret Loreta.....	Cliffside
Haywood, Nan Lee.....	Candor
Henley, Mary Clifton.....	Raleigh
Holder, Clarice	Garner
House, Mary Hudson	Cary
Jenkins, Sarah Elizabeth.....	Rosemary
Keith, Annie Carmen.....	Apex
Kemp, Mary Elizabeth.....	Zebulon
Kennedy, Jessie Ruth.....	Merry Oaks
Kerr, Frances	Montague, Va.
Lattimore, Mary Agnes.....	Lattimore
Layfield, Eleanor	Raleigh
Layfield, Elizabeth	Raleigh
McClure, Eulalia	Alexis
McDonald, Elizabeth G.....	Harpers Ferry, W. Va.
McKittrick, Alice	Mountville, S. C.
Makepeace, Charlotte	Sanford
Mardre, Harriet Frances.....	Hertford
Marshburn, Rachel	Rocky Mount
Martin, Edwina	Winston-Salem
Mercer, Susannah Swinton.....	Raleigh
Middleton, Helen Greene.....	Warsaw
Miller, Arie	Albemarle
Miller, Lucille	Richfield
Mitchiner, Marie	Franklinton
Money, Mary Coward	Mayodan
Morrow, Rosalee	Mount Ulla
Murchison, Mary Alice.....	Raleigh
Myers, Lottie Belle.....	Mouroe
Page, Eula	Raleigh
Pate, Frances	Rowland
Peacock, Margaret	Benson
Ragan, Irma Clyde.....	New Hill
Sample, Ruth Melville.....	Elizabeth City
Saunders, Janice	Lewiston
Seymore, Narnie	Raleigh
Smith, Norma Estelle.....	Pilot Mountain
Sorrell, Frances	Cary

Spence, Lina Lee	Raleigh
Squires, Evelyn Hope.....	Wake Forest
Stevens, Elizabeth	High Point
Stevenson, Bessie	Greensboro, Md.
Swanson, Ethel Elizabeth.....	Lenoir
Thomas, Zula	Micaville
Thornton, Elizabeth	Dunn
Tucker, Mary	Raleigh
Underwood, Mary Frances.....	Sanford
Vogel, Beatrice	South Norwalk, Conn.
Watson, Virginia	Raleigh
White, Iantha	Bunn
Wilhide, Edna	Bushnell
Williams, Pearl Virginia.....	Garner
Woody, Helen	Burnsville
Wright, Ruth	Richmond, Va.
Young, Kathleen	Shelby

Sophomore Class

A.B.

Abernethy, Martha Annis.....	Raleigh
Amburn, Mildred	Boonville
Andrews, Betty	Roxboro
Baggett, Winifred Adelaide.....	Lillington
Barber, Pauline	Mount Airy
Bennett, Helen Rogers.....	Apex
Biggs, Rachel	Lumberton
Borders, Mary Sue.....	Shelby
Blanton, Nancy	Marion
Brady, Miriam	Benson
Briggs, Margaret	Raleigh
Broadwell, Josephine Lydia.....	Fuquay Springs
Campbell, Mae	Danville, Va.
Castlebury, Martha	Raleigh
Cole, Pauline	Waynesville
Costner, Estelle	Dallas
Council, Sallie	Raleigh
Donovant, Annette	Greensboro
Gillis, Mary	Canton
Goodwin, Mozelle	Raleigh
Green, Virginia	Raleigh

Harris, Frances	Albemarle
Harris, Elizabeth	Seaboard
Hayes, Ernestine Curtis.....	Ahoskie
Hester, Susan Bradsher.....	Roxboro
Hinkley, Ellen Elizabeth.....	Mamaroneck, N. Y.
Hipps, Mary Ruth.....	Canton
Hord, Sue	Kings Mountain
Howell, Mary Lee.....	Concord
Humphrey, Iris Wheeler.....	Kinston
Hunt, Melba	Apex
Johnson, Maie Sarah.....	Elkin
Johnson, Mary Louise.....	Raleigh
Jones, Anna Catherine.....	Greenville, Ky.
Kinsey, Isabelle	Coinjock
Lewis, Mattie	Faison
Lockwood, Sarah Ellen.....	Charlotte
MacMillan, Louise	Thomasville
McDaniel, Nancy Russell.....	China
McGhee, Dorothy	Franklinton
Martin, Jessie King.....	Lexington
Maynard, Frances	Raleigh
Merritt, Dorothy	Raleigh
Morgan, Mary Katherine.....	Richfield
Norfleet, Louise	Woodville
Norvell, Hazel Beth.....	Greensboro
Parkinson, Elva	Charlotte
Palmer, Charlotte	Asheville
Pate, Eleazer	Lucknow, S. C.
Pegram, Elsie Lorena.....	Raleigh
Phelps, Norma Lee.....	Colerain
Reams, Mary	Warrenton
Ricks, Virginia	Rocky Mount
Riddle, Kathleen	Saint Pauls
Rogers, Bessie Lee.....	Albemarle
Sales, Grace	Raleigh
Salisbury, Martha	Hamilton
Sanders, Adele	Jonesboro
Sawyer, Lois	Shiloh
Seley, Roberta Eloise.....	Erie, Pa.
Shearin, Mary C.	Rocky Mount
Taylor, Mildred Elizabeth.....	Snow Hill
Tew, Avis Puella	Dunn

Turner, Eliza	Leaksville
Viccellio, Martha	Chatham, Va.
Wagoner, Marjorie	Sparta
Watson, Genevieve	Southport
Whims, Louise	Wake Forest

Freshman Class

A.B.

Allen, Blanche	Cary
Bailey, Jennie Pauline.....	Burnsville
Ballentine, Jewel	Varina
Barham, Esther	Selma
Barker, Evelyn King.....	Leaksville
Barnhill, Hilda	Bethel
Beddingfield, Eleanor Wilson.....	Millbrook
Benthall, Claire Willard.....	Woodland
Benton, Ethel	Benson
Bird, Margaret Ruth.....	Raleigh
Blalock, Katherine O'Brian.....	Oxford
Briggs, Eliza P.	Raleigh
Britt, Helen Norma.....	Raleigh
Bryan, Euphemia	Wake Forest
Byrd, Amorette Carolyn.....	Hamlet
Capel, Lois	Wadesboro
Carr, Grace	Washington, D. C.
Clodfelter, Pauline	High Point
Crowder, Gwendolyn	Raleigh
Cummings, Mary Florence.....	Reidsville
Dandelake, Pennie Leigh.....	Raleigh
Davis, Magdalyn	Wilmington
Early, Annie Lu'e.....	Windsor
Edwards, Mary Arlene.....	New Hill
Elliott, Nina Brown.....	Edenton
Everett, Margaret Shields.....	Greenville
Farris, Katherine	Raleigh
Farris, Virginia	Raleigh
Gaddy, Geraldine	Albemarle
Garnett, Virginia.....	New York, N. Y.
Garrenton, Margaret Elizabeth.....	Bethel
Gray, Frances	La Grange
Griffin, Nell	Marshville

Hagler, Mary Elizabeth.....	Charlotte
Harrelson, Blannie	Tabor
Harris, Estelle	Greenville
Hayes, Mary Catherine.....	Mullins, S. C.
Henley, Elizabeth Chandler.....	Raleigh
Hester, Nancy Womble.....	Goldston
Hester, Margaret Burton.....	Roxboro
Howard, Elizabeth	Fuquay Springs
Hudson, Virginia	Cascade, Va.
Jenkins, Lillian Belle.....	Rosemary
Johnson, Elsie Cleo.....	Wilmington
Jones, Frances.....	Killarney, Fla.
Kee, Irene	Seaboard
Lawrence, Grace	Apex
Lee, Nellie Katherine.....	Wilmington
Lineberry, Doris E.	Raleigh
Lockhart, Adelaide	Durham
Lovelace, Sallie	Pinetops
Lowry, Ethel Mae.....	Weeksville
Lucas, Marion	Albany, Ga.
MacLendon, Ruth Mildred.....	Bennettsville, S. C.
McCourry, Valeria Ruth.....	Daybook
McManus, Frances	Gibson
McNeill, Frances	Washington, D. C.
McQuague, Edith	Pee Dee
Maynard, Mary	Winston-Salem
Miller, Emily	Raleigh
Mitchem, Minnie Mae.....	Raleigh
Moore, Frances	Gastonia
Morgan, Isabel Robeson.....	Smithfield
Mullis, Hattie Pauline.....	Morganton
Newbern, Margaret	Ahoskie
Olive, Margaret	Fayetteville
Olmsted, Margaret Ellen.....	Southern Pines
Parker, Mary Lois	Woodland
Patrick, Faye	Hamlet
Patterson, Inez	Pulaski, Va.
Patterson, Velma	Pulaski, Va.
Pegram, Kate V.	Raleigh
Porter, Susie Mae.....	Rockingham
Powell, Annie Vee.....	Middlesex
Pruitt, Grace	Louisburg

Ricks, Eva Sledge.....	Whitakers
Robertson, Cassie Mae.....	Knightdale
Rozar, Eleanor	Raleigh
Senter, Betsy Jane.....	Raleigh
Sharrett, Ruth	Bristow, Va.
Simpson, Jean	Madison
Stratton, Alice	Winston-Salem
Strickland, Agnes	Rocky Mount
Stubbs, Eula Inez	Laurinburg
Tatem, Miriam	Reidsville
Thomasson, Betty	Danville, Va.
Thornton, Vara Lee.....	Dunn
Tilghman, Margaret	Raleigh
Van Landingham, Mary Bess.....	Scotland Neck
Vernon, Sarah Elizabeth.....	Burlington
Viccellio, Nancye	Chatham, Va.
Vinson, Marion	Raleigh
Wallace, Martha Gladys.....	Clayton
Waller, Hazel	Raleigh
Weathers, Evelyn	Wendell
Weaver, Mary Doris	Lexington
Whitbeck, Beulah E.	Mayodan
Wilson, Miriam G.	Durham
Wray, Carolyn Lamar.....	Bessemer City
Wroton, Elizabeth	Norfolk, Va.
Yates, Ella Lee.....	Landrum, S. C.
Yeargan, Grace Bryan.....	Garner

Specials

Byrd, Beulah Mae.....	Broadway
Hoagland, Florence Marian.....	Raleigh
Morgan, Mary Etta.....	Marshville
Rosel, Alverda	Raleigh

Summary

SENIORS: Registered for A.B. degree.....	88
JUNIORS: Registered for A.B. degree.....	85
SOPHOMORES: Registered for A.B. degree.....	68
FRESHMEN: Registered for A.B. degree.....	102

Total number college A.B. classmen.....	343
Special	4

DEPARTMENT OF ART

Senior Class

Hartness, Betsy	Sanford
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Junior Class

Norris, Nellie	Gastonia
Rollins, Hallie Mae.....	Marshville
Taylor, Dorothy	Wilson
Webb, Velma	Mount Airy

Sophomore Class

Crutchfield, Florence Watson.....	Durham
Hood, Elizabeth Knox.....	Gastonia
Snead, Mary Frances.....	Newport News, Va.

Freshman Class

Bagby, Edythe	Raleigh
Davis, Dorothy	Winston-Salem
Davis, Katherine	Winston-Salem
Pipkin, Naomi Elizabeth.....	Morganton
Shipman, Garnette	Hendersonville
Wingate, Velna	Raleigh

Art Only

Banks, Annie Mae.....	Raleigh
Kitchin, Stedman	Raleigh
Meekins, Mrs. Isaac M.	Raleigh
Pickell, Julia Calvert.....	Raleigh
Pickell, Virginia	Raleigh
Stone, Fleming	Raleigh
Taylor, Mrs. Tyre.....	Raleigh

Summary

Seniors	1
Juniors	4
Sophomores	3
Freshmen	6

Total number college classmen.....	14
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Art only.....	7
Students from other schools electing work in Art History.....	10
Students from other schools electing Art Education.....	27
	— 44
Total	58

DEPARTMENT OF MUSIC

Senior Class

Booker, Nellie Elizabeth, <i>Public School Music</i>	Raleigh
Bridger, Margaret Parker, <i>Public School Music</i>	Bladenboro
Cox, Frances, <i>Piano</i>	Raleigh
Elias, Frances, <i>Public School Music</i>	Asheville
Hamby, Lucile, <i>Piano</i>	Mebane
Hunt, Hazel Burnette, <i>Public School Music</i>	Lattimore
Kenyon, Mabel Watson, <i>Public School Music</i>	Raleigh
Kimball, Mamie Lee, <i>Public School Music</i>	Enfield
Morse, Blondie, <i>Piano</i>	Rockingham
Phillips, Ruth Fentress, <i>Piano</i>	Sanford
Sledge, Elsie Christine, <i>Public School Music</i>	Louisburg

Junior Class

Beckwith, Alice, <i>Public School Music</i>	Troy
Beddingfield, Alice, <i>Public School Music</i>	Millbrook
Broughton, Mary Lucille, <i>Voice</i>	Hertford
Greene, Jessie Faye, <i>Public School Music</i>	Aulander
Hester, Elizabeth, <i>Public School Music</i>	Goldston
Hinton, Gaynelle, <i>Piano</i>	Clayton
Johnson, Christine, <i>Piano</i>	Asheville
Johnson, Lucile, <i>Piano</i>	Raleigh
Johnson, Ruby Tillery, <i>Public School Music</i>	Scotland Neck
Lee, Mary Pettigrew, <i>Piano</i>	Florence, S. C.
Privette, Helen, <i>Public School Music</i>	Bailey
Stokes, Olive Anne, <i>Public School Music</i>	Battleboro
Tuttle, Pauline, <i>Public School Music</i>	Winston-Salem
Wells, Margaret L., <i>Organ</i>	Raleigh
Winslow, Ruth, <i>Public School Music</i>	Hertford
Yarborough, Mabel Hawley, <i>Piano</i>	Jonesboro

Sophomore Class

Akers, Mary Albion, <i>Piano</i>	Stuart, Va.
Bagwell, Christine, <i>Piano</i>	Raleigh
Barnes, Pauline, <i>Piano</i>	Raleigh
Baucom, Elizabeth, <i>Piano</i>	Waynesville
Bean, Mabel, <i>Public School Music</i>	Thomasville
Byrd, Elizabeth Sue, <i>Piano</i>	Hamlet
Dozier, Helen Adelia, <i>Piano</i>	Japan
Earp, Bertie, <i>Public School Music</i>	Selma
Herring, Sarah Elizabeth, <i>Piano</i>	Dillon, S. C.
Hunt, Eleanor, <i>Violin</i>	Apex
Johnson, Ruth, <i>Piano</i>	Mount Airy
Jones, Harriott Jane, <i>Piano</i>	Killarney, Fla.
McDonald, Maxine, <i>Piano</i>	Hamer, S. C.
Martin, Hazel, <i>Voice</i>	Hillsboro
Page, Edna Edith, <i>Public School Music</i>	Lumberton
Preslar, Marguerite, <i>Public School Music</i>	Concord
Rogers, Anna, <i>Public School Music</i>	Sanford
Smith, Mary Louise, <i>Piano</i>	Burlington
Whitehead, Frances, <i>Public School Music</i>	Ramseur

Freshman Class

Arnette, Josephine, <i>Voice</i>	Laurinburg
Cowan, Louise, <i>Public School Music</i>	Spray
Creech, Jessica, <i>Piano</i>	Ahoskie
Critcher, Annie Ruth, <i>Public School Music</i>	Raleigh
Davis, Dorothy Lucretia, <i>Piano</i>	Wake Forest
Davis, Martha, <i>Organ</i>	Winston-Salem
Dobson, Helen, <i>Public School Music</i>	Wilmington
Farmer, Sarah Elizabeth, <i>Piano</i>	Benson
Garner, Ruby, <i>Piano</i>	Newport
Greason, Sarah, <i>Piano</i>	Wake Forest
Grier, Cora Leigh, <i>Organ</i>	Ellerbe
Hinson, Juanita, <i>Organ</i>	Albemarle
Honeycutt, Lena, <i>Piano</i>	Raleigh
Luther, Mary Decie, <i>Piano</i>	Apex
Paul, Janice, <i>Piano</i>	Lumberton
Qualls, Ethel, <i>Public School Music</i>	Burlington
Riddle, Mary Williams, <i>Public School Music</i>	Saint Pauls
Taylor, Christine, <i>Piano</i>	Robersonville

Thomas, Louise, <i>Piano</i>	Ramseur
Watkins, Myrtle Royal, <i>Public School Music</i>	Virgilina, Va.
Warren, Marguerite, <i>Piano</i>	Dunn
Willis, Mary Elizabeth, <i>Public School Music</i>	Lattimore
Wrenn, Mabel B., <i>Piano</i>	Garner

Music Only

Armstrong, Charlotte, <i>'Cello</i>	Raleigh
Brown, Peyton, Jr., <i>Organ</i>	Raleigh
Davis, Dorothy Richardson, <i>Voice</i>	Raleigh
Dughi, John, <i>Violin</i>	Raleigh
Freeman, Charles, <i>Piano</i>	Raleigh
Freeman, Thomas, <i>Violin</i>	Raleigh
Hamrick, Mrs. Olive, <i>Piano</i>	Raleigh
Hamrick, James, <i>Piano</i>	Raleigh
Hamrick, Olive, <i>Piano</i>	Raleigh
McCanless, Annie, <i>Piano, Voice</i>	Raleigh
Maupin, Nancy Branch, <i>Piano</i>	Raleigh
Peacock, Carolyn, <i>Piano</i>	Raleigh
Potter, Mary Alice, <i>Violin</i>	Raleigh
Reynolds, Lula, <i>Voice</i>	Raleigh
Tyson, Margaret, <i>Voice</i>	Raleigh

Summary

SENIORS:

Registered for Degree in Piano.....	4
Registered for Degree in Public School Music.....	7
	—
Total	11

JUNIORS:

Registered for Degree in Piano.....	6
Registered for Degree in Public School Music.....	8
Registered for Degree in Organ.....	1
Registered for Degree in Voice.....	1
	—
Total	16

SOPHOMORES:

Registered for Degree in Piano.....	11
Registered for Degree in Public School Music.....	6
Registered for Degree in Organ.....	1
Registered for Degree in Violin.....	1
	—
Total	19

FRESHMEN:

Registered for Degree in Piano.....	12
Registered for Degree in Voice.....	1
Registered for Degree in Public School Music.....	7
Registered for Degree in Organ.....	3
	—
Total	23

Total classmen in Music.....	69
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Total registered in each department of Music:

Piano	33
Voice	3
Public School Music.....	28
Organ	4
Violin	1
	—
Total	69

Students from other schools electing Music:

Piano	1
Voice	5
Violin	4
Theoretical Courses	9
	—
Total	19

Summary of Students not in Residence

Taking College Music Only

Piano	7
Violin	3
Voice	4
Organ	1
'Cello	1
	—
Total	16
	—
Final total.....	104

Final Summary Students Taking College Work

Classmen in college.....	343
Special college	4
Students from other schools taking one or more courses in the college	76
	— 423
Classmen in Art	14
Art only	7
Students from other schools taking work in Art History.....	10
Students from other schools electing Art Education.....	27
	— 58
Classmen in Music.....	69
College Music only.....	16
Students from other schools taking work in College Music.....	19
	— 104
Total	585
Deducting students counted in more than one school.....	133
	—
Total	452

Summary by States

North Carolina	411
South Carolina	9
Virginia	16
Connecticut	1
District of Columbia	2
Florida	4
Georgia	1
Kentucky	1
Maryland	1
New York	2
Pennsylvania	1
West Virginia	1
China	1
Japan	1
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Total	452

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Government	15	Violoncello	77, 80, 95
Grading System	28	Voice	77, 82, 96

Leave Blank	STUDIES	No. Weeks Pursued	No. Periods a Week	Year of Course When Taken (Mark I, II, III, IV)	Mark Received	Leave Blank	STUDIES	No. Weeks Pursued	No. Periods a Week	Year of Course When Taken (Mark I, II, III, IV)	Mark Received
	ENGLISH—First Year						HISTORY—General				
	Second Year						American				
	Third Year						Ancient				
	Fourth Year						Medieval				
	LATIN—Beginners'						English				
	Cæsar (..... bkn.)						GENERAL SCIENCE				
	Cicero (..... orations)						Laboratory—Notebook				
	Vergil (..... bkn.)						CHEMISTRY				
	GREEK—Beginners'						Laboratory—Notebook				
	Xenophon (..... bkn.)						PHYSICS				
	FRENCH—Grammar						Laboratory—Notebook				
	Translation (..... pp.)						BIOLOGY				
	Grammar						BOTANY				
	Translation (..... pp.)						Laboratory—Notebook				
	Translation (..... pp.)						PHYSIOGRAPHY				
	GERMAN—Grammar						PHYSIOLOGY				
	Translation (..... pp.)						DRAWING				
	Grammar						CIVIL GOVERNMENT				
	Translation (..... pp.)						AGRICULTURE				
	SPANISH—Grammar						BOOKKEEPING				
	Translation (..... pp.)						COMMERCIAL ARITHMETIC				
	ALGEBRA—Elementary						COMMERCIAL GEOGRAPHY				
	Advanced						STENOGRAPHY and TYPEWRITING				
	GEOMETRY—Plane (all)						MANUAL TRAINING				
	GEOMETRY—Solid (all)										
	TRIGONOMETRY										

The above is a true record of the work done by the applicant in.....
School. Dated at....., this.....day of....., 1931.
Name.....
Official Position.....

This Certificate should be sent directly to Dr. Charles E. Brewer, Meredith College,
Raleigh, N. C., by the Superintendent or Principal.

1931

TO MEREDITH COLLEGE:

This is to certify, that.....

(First Name)

(Middle Name)

(Last Name)

of No.....Street,is a person of good moral character;
(Town or City and State)

that she was in regular attendance at.....
(Name of High School or Academy)

located induring the years.....
(City and State) (Kindly specify school session, e.g., 1927-28, 1928-29, etc.)

that she satisfactorily completed the courses as stated on this certificate, and that she was graduated from this institution
in 19....., and I recommend that she be admitted to Meredith College as a candidate for the degree of.....

The number of years required for graduation in our school is.....; the length of the school term is.....weeks;
the length of the recitation period is.....minutes; the passing grade is.....

The age of the applicant is.....

If the applicant was graduated earlier than the present year, has she attended an educational institution since graduation?
.....Name of institution.....

Please note here any facts concerning the student's character, home and other influences, weaknesses as well as
elements of strength, etc., which would be of value to the Dean in the capacity as official adviser.....

Series 24

JUNE, 1931

No. 4

Meredith College

QUARTERLY BULLETIN

1930-1931

COMMENCEMENT NUMBER



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MEREDITH COLLEGE

SCHOOL OF ART EXHIBIT

DIPLOMA EXHIBIT OF BETSY HARTNESS GENERAL EXHIBIT

An exhibit on Friday afternoon of the work of Miss Betsy Hartness of Sanford, N. C., senior from the Art Department of the College, was interesting because of the problems and media she had used; and the judges, Miss Susan Fulghum of the State Educational Board and Mrs. Frank Brown of Raleigh, gave honorable mention to three of her numbers.

Number one, her diploma composition, was a samovar with Irish fireflame roses and blue drapery, a color scheme built on orange and blue.

Number eight, *Japanese Lantern Flowers*, the judges considered unique and full of grace, and number four, *The Copper Kettle*, received unstinted praise.

An exhibition of the work of the whole Art Department was held in the College parlors on Saturday afternoon. Life studies, still-life, landscape, flowers, and clay modeling showed the freedom of subject allowed the students, and careful craftsmanship was shown in the batik dyeing, block prints, tooled leather, and bookbinding.

The costume class had an interesting exhibit of costumed dolls representing historic characters of different periods and presented as a marionette show.

The purpose of the instructors in the department is to stimulate individual creative ability and love of the beautiful, for both cultural and practical values, and they found a responsive group with more than average talent in the class of 1930-31.

THE SENIOR PLAY

On Friday evening, May 29, the senior class presented *My Stars*, a play in three acts, with the music very ably directed by

Miss Martha Galt. The dialogue was written by Miss Evelyn McCall, the music by Miss Ruth Phillips and Miss Blondie Morse, and the choruses were directed by Miss Mamie Lee Kimball. Miss Margaret Lucas served as stage manager and Miss Ruth Britt as costume chairman.

The clever dialogue centered in the idea that at the end of the second millennium all the elements convened to make it possible for the people of the earth to fly to the moon in order to ascertain the veracity of Einstein's theory. There were seven conventional scientists who were preparing to make the flight, with Einstein III to lead them in their observation of the "palpitations and the oscillations" of the moon. Several members of the young college set, headed by the ingenious Babs, desiring a New Year's lark, managed to accompany the expedition.

On their way up they stopped on the *Milky Way*, where they became acquainted with many of the sky celebrities. The third act took place in the moon, where everyone found a lucky star.

The choruses and costumes were cleverly executed and added much to the success of the comedy.

The cast of characters and musical program were as follows:

CAST OF CHARACTERS

Helen	LOUISE MUMFORD
Dick	VELMA PRESLAR
Babs	ANNE SIMMS
Dave	ANNE HARRIS
Einstein III	RUTH STARLING
Frank Nesse	LOIS HARTNESS
Venus	KITTY MAKEPEACE
Mars	IRENE THOMAS
Mercurey	MARGARET DODD
Cupid	TEMPIE RICKS
Dog Star	ELEANOR LAMM
Man in Moon	RUTH STARLING

Scientists . . .	GERTRUDE BOSTIC, EDITH RANDOLPH, LOIS ARNETTE, MADELINE MAY,	EVANGELINE COLE, ELIZABETH BOOMHOUR, LOUISE CLARK.
Collegians and Seven Sisters	MAMIE LEE KIMBALL, MARTHA RUTH KENDALL, NELLIE BOOKER, JUANITA SORRELL,	BURNETTE HUNT, ANNIE THACKER, GEORGIA COWAN.
Cupids and Moonbeams .	VIRGINIA CRAWFORD, NANCY BRITT, VIRGINIA LANG, JANIE BLALOCK.	
Choruses	MAMIE LEE KIMBALL	
Accompanists .	MRS. GEORGE COX, MISS JESSIE FAYE GREEN	
Play written by	EVELYN MCCALL	
Music written by . . .	RUTH PHILLIPS and BLONDIE MORSE	
Stage Manager	MARGARET LUCAS	
Costume Chairman	RUTH BRITT	

CHORUSES

ACT I

Our Lucky Stars	COLLEGIANS HELEN and DICK
Cosmologists	SEVEN SCIENTISTS
When the Year Two Thousand Comes . . .	SEVEN SCIENTISTS FRANK and PILOT

ACT II

Travel Up the Milky Way .	SEVEN SISTERS, VENUS, and MARS
If You're in Love with Venus	CUPID CHORUS
If Cupid's Bow Were Lost	SEVEN SISTERS VENUS and MERCURY

ACT III

Moonbeams Chorus	MOONBEAMS and MAN IN MOON
We've Found Our Lucky Stars	BABS and FRANK HELEN and DICK
My Stars	ENSEMBLE

SOCIETY NIGHT

The Society Night Exercises were held in the College Auditorium on Saturday evening, May 30.

After the processional of the two societies, the Astrotekton and the Philaretian, Miss Kathleen Durham, the president of the Philaretian Society, extended a welcome first to the alumnæ and then to the new friends present.

Miss Ruth Phillips, the president of the Astrotekton Society, introduced Mr. Santford Martin, who presented the Carter-Upchurch medal to Miss Evelyn Squires for the best essay written by an Astrotekton. Mr. Martin spoke of the faith that Mr. and Mrs. Carter had always had in Meredith College and of their generosity that would help their wishes for it to come true.

The Minnie Jackson Bowling medal for the best essay of the Philaretian Society was presented by Mr. R. N. Simms to Miss Vida Miller. Mr. Simms stated that it was a pleasure to present an essay medal, since there was a tendency to belittle those who use the pen. He congratulated the winner on joining the company of those who immortalize thought.

Dr. Julia Harris then stated that it was a custom to recognize those who had done reading not required by their courses, and that there were two groups who had read well and wisely. The first group is composed of the following: Misses Frances Cox, Mary Henley, Dorothy Merritt, Emily Miller, Vida Miller, Margaret Olmsted, Mary Lois Parker, Sarah Elizabeth Vernon, Nancye Vicellio, and Beulah Whitbeck. To the second group deserving honorable mention belong Misses Ruth Bird, Virginia Farris, Elizabeth Henley, Elva Parkinson, Edith Randolph, Mary C. Shearin.

Dr. Harris also announced that the Elizabeth Avery Colton prize had been won by Miss Evelyn Squires for the best contribution to the *Acorn* during the past year. The contribution was a poem, *When I Am Old*.

Miss Vida Miller, president of the Honor Society, announced the new members: Miss Ethel Day, a senior, who was in school

in Paris last commencement; Miss Ruth Sample, Miss Lillian Aldridge, Miss Frances Pate from the incoming senior class. Miss Miller also stated that the following deserved honorable mention for good work: from the freshman class, Miss Isabel Morgan and Miss Margaret Tilghman; from the sophomore class, Miss Dorothy Merritt and Miss Mary Frances Maynard.

A vocal solo was given by Miss Alma Dark, and a piano solo by Miss Blondie Morse.

Mrs. Gertrude Royster Sorrell announced the winners of honors in the Physical Education Department. The nineteen girls who had done good work and had been perfect in attendance were: from the freshman class, Misses Esther Barham, Grace Lawrence, Mary Decie Luther, Ruth McCourry, Frances McManus, Inez Patterson, Eleanor Rozar, Marguerite Warren, Mary Elizabeth Willis; from the sophomore class, Misses Pauline Barber, Helen Bennett, Sally Council, Mae Campbell, Eleanor Hunt, Melba Hunt, Lois Sawyer; from the junior class, Misses Margaret Haynes, Gwendolyn Doggett, Mary Lee.

The cup, won by the freshman class for games played, was presented to Miss Martha Davis, manager of the freshman teams.

The victory trophy, given to Meredith's "ideal athlete," for scholarship, athletic ability, sportsmanship, and leadership, was won by Miss Martha Davis.

The speaker of the evening, the Rev. E. McNeill Poteat, was introduced by Miss Ruth Phillips.

Mr. Poteat announced as his subject, "The Nativity of Our Culture." He said rarely could a generation attend the birth of a culture. Those making a study of it are generally morticians instead of midwives—historians rather than contemporaries. Mr. Poteat believes that our generation stands somewhat more in the latter than the former position. We are witnesses of a significant parturition; we are attending the birth of an heir to the great American tradition.

He gave as the parents of this new culture, this lusty baby with masculine traits, aggressive and dominant, two forces, that began in the nineteenth century—the discovery of a fron-

tier and immigration. The traits of these forces are reflected in our American culture. From the frontier come restlessness—a desire to try anything new—and optimism—a belief that everything was getting bigger and better. From immigration comes a new racial stock to change the stable Anglo-Saxon traditionalist America to a restless, pliable, soft, emotional one. The uniting of these forces at the time of the Industrial Revolution brought about a complexity that is evident in our culture.

Mr. Poteat then examined the features of the new baby born—or being born—of a frontier psychology and a new racial background under the impulse of mechanization, and found those features not altogether attractive. The new culture, he thinks, is dominated by two major interests, material values and recreational values. It is good or bad in terms of how much cash money and how much amusement it can produce. There is no longer art for art's sake. Painting has been captured by commercial art; writing is being done for prizes; music is being canned, and musicians are writing theme songs in Hollywood.

Mr. Poteat had no prediction to offer about this new baby, but he appealed to the members of the societies to apply a firm hand. He said, "The hope for the release of new forces that will wrest dominance from material and entertainment standards comes from such as yourselves. Only those educated to see the beauty and value in art for art's sake, in character for character's sake, can avoid the danger of our highest values being engulfed."

The two societies marched out, singing *Alma Mater*, after which a reception was held in the parlors in honor of the officers of the societies and their guests.

COMMENCEMENT SUNDAY—SUNDAY MORNING
COLLEGE AUDITORIUM

ORDER OF SERVICE

ELEVEN O'CLOCK

PRELUDE—Pastorale from Sonata I *Guilmant*

HYMN—Come, O My Soul, in Sacred Lays

INVOCATION

ANTHEM—Sweet is Thy Mercy, Lord *Barnby*

SCRIPTURE LESSON

PRAYER

HYMN—O Worship the King

CONTRALTO SOLO—O Holy Father *Augusto Rotoli*

MISS ETHEL M. ROWLAND

BACCALAUREATE SERMON—

DR. IRA D. S. KNIGHT, Durham, N. C.

ANTHEM—Great is the Lord *Harker*

BENEDICTION

POSTLUDE—Finale from First Symphony *Vierne*

The morning service of Commencement Sunday was held in the auditorium of Meredith College, May 31. Before the service Professor Isaac L. Battin played Guilmant's *Pastorale* from *Sonata I*. After the academic procession had taken its place in the auditorium the audience sang *Come, O My Soul, in Sacred Lays*, and Dr. I. M. Mercer offered the invocation. Before the sermon the choir sang the anthem, *Sweet Is Thy Mercy, Lord*, and Miss Rowland sang Rotoli's *O Holy Father*.

President Brewer presented Dr. Ira D. S. Knight, pastor of the First Baptist Church of Durham, N. C., who preached the baccalaureate sermon for the Class of 1931.

John's glorious vision on the island of Patmos provided the theme for the sermon, the text being Revelation 21:1, "And I saw a new heaven and a new earth." Life, said the speaker, should be full of visions. An educational career should have made a large place for visions. In mathematics may be seen

the rule of God, the love of order; in history, the hand of God; in psychology, the redemption and transforming power of Christ; in literature may be seen the smiling face of God, and the triumphant personality of Christ.

The preacher urged the members of the graduating class to press on, to catch a vision of things this world has not yet discovered. "A woman with ideals may sit at home and pray and sing; a woman with a vision may be a Joan of Arc. To-day there is a wider field of service than ever before greeted a group of young people. Yet must they guard against many things. They should not go out into the world to get all they can get, but rather to give all they can give. The great mistake of the Prodigal Son was this: he said, 'Give me,' to his father, to the world. . . . He soon came to the place where 'no man gave unto him,' and where he is spoken of as 'lost,' 'dead.' When he changed from 'Give me' to 'Make me a hired servant,' then he who was lost was found; he who was dead became alive."

Dr. Knight urged the students to specialize in tasks so gigantic that they are impossible—humanly speaking. "But with God all things are possible. Miss Jessie Burrall specialized in the impossible, until her Sunday School class of girls was built up to two thousand five hundred. We'll never see heaven on earth till God dwells within us and helps us to do the impossible."

Morse, Pasteur, William Carey, Paul were quoted as men who acknowledged God's help, and who did great things. "Christ said he came to give life more abundantly, or, as it may be translated, 'above the common.' God expects Christians to be 'above the common.' . . . What must He expect from all of us who come from Christian homes, and who are trained in Christian institutions? Surely that we shall be co-laborers with Him to bring about a new heaven and a new earth, to the praise of His honor."

At the conclusion of the sermon the choir sang *Great is the Lord*, by Harker. Dr. Knight pronounced the benediction, and the audience remained standing while the academic procession marched out.

COMMENCEMENT SUNDAY—SUNDAY EVENING
COLLEGE AUDITORIUM

ORDER OF SERVICE

EIGHT O'CLOCK

PRELUDE—Adagio from Symphony VI *Widor*

HYMN—Thou, Whose Almighty Word

INVOCATION

ANTHEM—The Lord is My Shepherd *Smart*

SCRIPTURE LESSON

PRAYER

HYMN—The Morning Light is Breaking

MISSIONARY SERMON—

DR. IRA D. S. KNIGHT, Durham, N. C.

ANTHEM—Jesu, Joy of Man's Desiring *Bach*

BENEDICTION

POSTLUDE—Finale from Symphony VI *Widor*

On Sunday evening the academic procession entered the auditorium as Professor Battin played the Adagio movement from Widor's *Sixth Symphony*. President Brewer offered the invocation, and the choir sang Smart's anthem, *The Lord Is My Shepherd*.

Dr. Ira D. S. Knight, the speaker of the morning, preached the missionary sermon.

In an illuminating talk on missions the preacher declared that there are seven hundred references in the Bible showing that our religion is missionary. Five important points are: the love and purpose of God in Christ for the redemption of the world; the power of Christ, and of Christ alone, to redeem the world; the inescapable imperative to go into all the world; the need of humanity for Divine redemption; the astonishing results of the last century.

"The appeal today must challenge college students. . . . Ever since the 'Haystack Conference' foreign missions have become a student crusade.

"In answer to the question, 'Are not other religions sufficient for the different nations?' it may be said that Hinduism . . . forgets that God is holy; Mohammedanism . . . that God is loving; Buddhism . . . that God sent us here to work; Confucianism . . . that we have a living Helper and a personal fellowship with the living God. Christ alone can offer such a personally interested Saviour.

"Do the non-Christian nations desire to have our religion? Do all desire to know Jesus Christ? This may be answered in the affirmative. The Chinese can't criticize Christ, though they may criticize our religion and our civilization."

In a masterly review of the successes of missions the speaker mentioned that both Dr. Sampey and Dr. Truett, after their South American trip, say that the time of harvest is at hand. One evidence is that there are several groups of intellectuals who are studying the Bible. Dr. John R. Mott has stated that over ten million pairs of eyes today are riveted on the central personality of Christ, while there was only one million thirty years ago. Last year our Southern Baptists saw more converts than in any previous year.

The following statistics are essentially important. In 1814 there was only one member of a Protestant Church in China; today there are over five hundred thousand. There are more Christians in China today than there were in the Roman Empire one hundred years after Pentecost. India now averages three thousand converts per month. The last census stated that there were four million Christians in that country. In Japan there are over two hundred and sixty thousand. The most conspicuous and spiritual Christian movement in the world today is that led by Kagawa, of Osaki, whose announced goal is one million Christians. Africa is one of the most fruitful mission fields in the entire world.

In general, there are—

- 29,000 missionaries on the foreign field,
- 151,000 native workers,
- 4,000 stations,
- 50,000 out-stations,

36,000 Evangelical churches,
3,000,000 members,
50,000 mission schools,
858 hospitals, and
1,686 dispensaries, treating
4,788,250 patients,
104 leper missions,
32 schools for the blind and deaf,
361 orphanages,
25,000,000 copies of or portions of the Bible published, comprising
853 languages and dialects.

"May God enlarge our conception of this gigantic task that God Almighty and His divine Son have committed to our hearts and hands.

"Among the problems which should be solved are: the securing of Christlike living in a so-called Christian nation; creation of a Christlike world-mindedness in the thinking, the giving, and the praying of Christians; getting our people to recognize the infinite power of Christ to redeem the nations. . . . Success depends upon whether all of us live from day to day the Christ-minded life. . . .

*The might of His undying love,
In dying, conquers all."*

At the conclusion of the sermon the choir sang Bach's *Jesu, Joy of Man's Desiring*, and Dr. Knight pronounced the benediction.

CLASS DAY EXERCISES

One of the loveliest of commencement occasions occurred Monday afternoon, June first, at five o'clock, in the Meredith grove, when the class day exercises for the class of 1931 were held.

The sophomore class, the "little sisters," wearing dresses of white crepe, formed an aisle with the daisy chain, singing a song of the Odd Spirit's tradition. The seniors followed, led by the

class president, Miss Evelyn McCall, and the mascot, Miss Sally Ann Honeycutt. They wore dresses of rainbow colors and took their places on the left of a platform, in the background of which was the traditional rainbow of the Odd Spirits. Miss McCall welcomed the friends and alumnæ who were gathered in the open court. The "big sister" class, that of 1929, was greeted in a song by the seniors, and their response was given in the same manner.

Miss Anne Simms, assisted by Miss Lois Hartness, Miss Helen Abernethy, Miss Ruth Britt, and Miss Louise Mumford, representing the four years of college life, gave the class history, *The Rainbow Trail*, reviewing "the joys and sorrows shared together here," and announcing that the end of the Rainbow Trail had at last been reached.

Miss Verona West, the class prophet, made some amusing predictions concerning the future of the members of the class, not in the least disturbed by the rattling of "bones" and the mysterious reminders of "devils" and "black gloves."

The traditional "little sisters" song of the Odd Spirit said "good-bye" to the sophomores, and they responded with a song of love and loyalty to the class traditions.

The class poem, *Retrospect*, was given by Miss Sarah Briggs, the poet.

Miss McCall asked that Miss Charlotte Makepeace, representing the incoming senior class, come to the platform to receive the cap and gown and the crook, with all the rules and regulations thereunto appertaining. She then presented to the College the gift of furniture for the rotunda from the class of '31.

After the Odd Spirit song was sung by both the senior and sophomore classes, the sophomores formed the daisy chain again and the seniors passed through the aisle singing the *Alma Mater*.

THE ANNUAL CONCERT

The annual commencement concert by the Music Department of Meredith College was given on Monday night, June 1, in the College Auditorium, a number of students of music contributing to make it a program of much interest to the large audience.

The program was opened by a two-piano number, *Spanish Folk Dance*, arranged by Mary Howe. It was played by Misses Ruth Phillips and Frances Cox, both of whom are this year graduating in piano.

The College Glee Club contributed the next selections, singing Spross's *There's a Lark in My Heart*, and Griswold's *What the Chimney Sang*, in which they evinced the same good work which has characterized each of their concerts during the year.

The third number on the program was a piano solo by Miss Ruth Phillips, Schumann's *Soaring*, which she played with the earnestness and technical dexterity which went to make it a number of much attraction.

Miss Alma Dark, also a member of the graduating class, sang three numbers: *O del mio dolce ardor* by Gluck, *Am Grabe Anselmo's* by Schubert, and *A Maid Sings Light* by MacDowell, each of which displayed the lightness and sweetness of her voice. Miss Lucile Hamby, a graduate in piano, played *Maiden's Wish* by Chopin-Liszt, which gave proof of her ability from both a technical and an interpretive standpoint.

After this Misses Alma Dark and Mary Lucile Broughton, who is a member of the junior class and a major in voice, sang as a duet the unusually appealing *When Twilight Weaves*, arranged from Beethoven.

Miss Frances Cox gave the next number, Rubinstein's *Staccato Etude*, requiring the genuine musicianship which belongs to her as a pianist. Miss Ruth Starling, another member of the senior class, next sang a group of three numbers: *She Never Told Her Love* by Haydn, *Lungi dal caro bene* by Secchi, *Blind Girl's Song from Gioconda* by Ponchielli, each of which brought enthusiastic applause as evidence of their attraction.

Following this, Miss Blondie Morse, also graduating this year in piano, played the difficult *Ballade in F Major* by Chopin, her exceptional talent giving it a rendition that was genuinely thrilling with its brilliance and deep sincerity of feeling.

Two of the most attractive numbers on the program were two trios, Nevin's *One Spring Morning* and *'Twas April*, sung by Misses Alma Dark, Ruth Starling, and Mary Lucile Broughton. These were followed by a two-piano number, *Habanera de Cinna*, arranged by Mary Howe, a gay, rhythmic Spanish dance, played by Misses Blondie Morse and Lucile Hamby.

The Glee Club brought the program to an effective close with *Irish Folk Song* by Foote, and *Minor and Major* by Spross.

Miss Ethel Rowland, head of the Voice Department, is director of the Glee Club. Misses Blondie Morse and Gaynelle Hinton were accompanists for the program.

THE GRADUATING EXERCISES

The final exercises of the year 1930-1931 were held in the college auditorium on Tuesday morning, June 2, at 10:30 o'clock. The academic procession formed in the main building and proceeded to the auditorium while Professor Battin played Bach's Chorale Prelude, *Ich ruf zu dir*. After the singing of *Love Divine, All Love Excelling* by the audience, the Rev. Mr. Blalock offered the invocation. Mendelssohn's *Hear My Prayer* was beautifully rendered by the choir, the solo parts being sung by Misses Jessie Faye Green, Juanita Hinson, and Josephine Arnette.

Dr. Bernard C. Clausen, of Syracuse, New York, delivered the address of the occasion in his usual delightful and inspiring way, at times slipping from spoken word into song in a manner which quite captivated the large audience which had gathered for the exercises.

Dr. Clausen began by congratulating Meredith on the steady, conservative gains which have been made from year to year. Addressing himself particularly to the graduating class, Dr. Clausen characterized the present generation as one that wants

to know *how*. A publisher of paper-bound five-cent books has proved by publishing more than a hundred millions of such volumes that people are demanding to know *how* to do things, how to acquire the technique of living. Jesus provided a complete program for getting *what one wants* by following three rules without which no education can ever be complete. These methods when put to the test have always produced success.

The first of these rules is to *know what you want*, what you really want, what you individually want, what the real you wants. The tragedy is that one *does* get what he wants, whether he asks for bread or a stone. "Ask and ye shall receive. Seek and ye shall find. Knock and it shall be opened unto you."

The second rule is very easy; it is to *get what you want*. The way to get what you want is to plan, pray, concentrate, and then *work* for it. Success is only attained through work. "The wood you have chopped warms you twice—once when you chopped it, again when you burn it." The costume of Queen Elizabeth's time with its ruffs and elaborately powdered hair is ample proof of the existence of a leisure class. There are still too many people who are looking for "white collar" jobs. Success will attend persistent effort, as Jesus indicated in His parables of the man who secured bread from his neighbor in the night by his persistent appeal, and of the widow who received consideration from the judge by her importunity. The universe is kinder than the neighbor or the judge.

An incident which might easily have interrupted the address occurred at this point. The army planes flying over Raleigh in formation produced a hum that rose to the proportion of a roar. The speaker paused for a moment and then used the incident as typifying the conquest of the air in spite of all difficulties and obstacles, and so furnished an apt illustration of the point he was making.

The most difficult of the three rules is to *want what you get when you get it*. It is so easy to allow life to tease one out of satisfaction. Designers of automobiles, tailors, and others who supply the wants of the public, know how easy it is to lead

people by advertising to want new model cars or twelve suits of clothes. As the report of Mr. Hoover's commission investigating worldwide merchandising possibilities expressed it, "Upon the material plane human wants are essentially insatiable."

Dr. Clausen himself says there are two ways of growing rich as you grow older: one is to gain more and more; the other is to want less and less. Distinction does not lie in what one possesses, but in what one can do without. Excellent illustrations of this fact are found in three distinguished figures of today: Einstein, whose secretary must be paid by others; Gandhi, whose sole possessions are a loin cloth, a wooden bowl, and an Ingersoll watch; and Madame Curie, who has never kept anything for herself and has given radium to the world. These are real people. Singing in mezzo voice Irving Berlin's *Little Things in Life*, Dr. Clausen closed his address by suggesting what one really wants—enough simple food; a shelter over one's head; a book or two to read again and again, the public library for the rest; a picture over one's desk to gaze into, a museum for the rest; and above all a job well done. This is the key to genuine satisfaction in life.

The Diploma in Art and the Bachelor of Music and Bachelor of Arts Degrees were conferred upon the candidates by President Brewer, who gave his parting message to the class in a brief but sincere address. Franck's beautiful and inspiring anthem, *Psalm 150*, was sung by the choir.

The presentation of Bibles to the graduates, an annual custom at Meredith College, was made by Dr. Hunter, president of the Board of Trustees. Dr. Hunter spoke of the power of the Bible to transform human life, and commended the reading of this Book to the members of the Class of '31.

After the singing of the *Alma Mater*, the benediction was pronounced by Dr. Clausen, bringing the session of 1930-1931 to an end.

THE ALUMNÆ

The Meredith College Alumnae Association held its twenty-eighth annual meeting Monday, June 1, at 10:30 o'clock, in the Astrotekton Society hall.

Mrs. Katherine Johnson Parham, '14, president of the association, directed the meeting, and Mrs. Lulie Marshall Wyatt, '09, recorded the proceedings.

Dr. Brewer's yearly message, optimistic in spite of the difficulties that the College has faced recently, was gratifying to the alumnae.

Miss Mary Lee Herring, '27, delivered the literary address this year on the subject, *Beauty Incarnate*. She stressed particularly the beauty which is expressed in the fine art of living.

The Granddaughters' Club, made up of thirty-nine girls now in college whose mothers are alumnae of Meredith, entertained the association with a pleasing skit. Miss Margaret Lucas (daughter of Berta Hatcher Lucas, 1900-1901), president of the club, announced the title, *Out Our Way*, but explained that it wasn't to show "why mothers get gray," but to illustrate "born thirty years too soon." As each girl appeared, she introduced herself by her mother's name. Miss Mae Grimmer, the ever-efficient alumnae secretary, calculated that, at the present rate of increase, in thirty-nine years the halls of Meredith will be filled to capacity with granddaughters.

Mrs. Rose Goodwin Pool, '11, of Greenville, S. C., led the alumnae in a memorial service for Dr. Livingston Johnson, in whose passing, in February, Meredith College lost a friend, an adviser, and a guide. The alumnae depended upon his sane judgment in all matters pertaining to their alma mater. Through Dr. Johnson many were bound and held closer to Meredith. Standing with bowed heads the alumnae paid silent tribute to this great and beloved leader.

Miss Mae Grimmer, '14, made a report of her work as secretary and treasurer of the Alumnae Association. She prefaced her report with the explanation that her time had been divided between the association work and college duties this year. Miss

Grimmer reported a year of excellent work done in spite of this handicap. It was gratifying to note from the report that the general depression had affected the finances of the association only, and had not touched the interest and enthusiasm, which showed a marked increase.

Mrs. W. N. Jones, trustee and representative of the Woman's Missionary Union, spoke briefly of three ways in which alumnæ may render service to Meredith. Their personal lives should show the necessity for Christian education; they should help send students to their college; and they should strive to interest their missionary societies in the effort of the Woman's Missionary Union to raise \$50,000 during the year to help lift the indebtedness from Meredith. Mrs. Jones announced that efforts are to be made to raise \$200,000 to pay for the administration building of Meredith, which is to be named in honor of Dr. Livingston Johnson. This announcement was of great interest to the association, which rejoices that its friend is to be so honored.

Miss Catherine Allen stirred the alumnæ with a sense of their privilege and duty to make Meredith College whatever they want it to be.

The association adopted a recommendation of the executive committee that a request be made to the Baptist State Convention to fill the next vacancy on the board of trustees of Meredith College with an alumna chosen by the association.

Mrs. Maude Davis Bunn, '10, of Raleigh, was elected president for the coming year. Other officers elected were as follows: Mrs. Ruth Trippe Butler, '18, of Rocky Mount, vice president; Mrs. Lulie Marshall Wyatt, '09, of Raleigh, recording secretary; Mrs. Edith Taylor Earnshaw, '05, of Wake Forest, commencement speaker, and Miss Lois Johnson, '15, of Thomasville, alternate speaker.

Mrs. Virginia Egerton Simms discussed ways and means of securing students for Meredith, and Mrs. Maude Davis Bunn urged all alumnæ if possible to return Meredith bonds to the college without cancellation.

At the close of the business session the alumnae were taken to the dining hall of the Capital Club for the annual luncheon. The toastmistress was the "charmingly frivolous" Mrs. Nell Covington Hardee, '16, of Florence, S. C. Mrs. Katherine Johnson Parham greeted the reunion classes, '06, '14, '15, '16, '17, '21, and '29. The incoming alumnae were welcomed into the association by Miss Hesta Kitchin. Several stunts were given in response.

The visiting speaker was Miss Mary Shannon Smith, a former much loved teacher of Meredith. She urged that the alumnae look on the so-called "troubles" of their college as problems to be solved. A timely warning was sounded against a sentimental attitude towards their alma mater. "When you go out to talk about Meredith, past, present, or future," she said, "talk on what *it is* and what *it stands for*."

The association was honored to number among its special guests Dr. and Mrs. Charles E. Brewer, Dean and Mrs. J. G. Boomhour, Mrs. W. J. Ferrell, Miss Ida Poteat, Miss Mary Shannon Smith, Miss Margaret Forgeus, Mrs. Octavia Norwood, Mrs. Gertrude Royster Sorrell, Miss Catherine Allen, and the Class of '31.

The attendance, which has increased steadily during the last few years, for the second time exceeded two hundred. Such manifested interest, surely, indicates that a new day is indeed dawning for the "Queen of our Hearts."

THE PRESIDENT'S ADDRESS TO THE GRADUATING CLASS

Young Ladies of the Graduating Class:

This is your commencement day. These friends have come to bring *you* congratulations and best wishes—congratulations on the distinctions already attained and best wishes for all the future that lies ahead.

Officers and teachers of Meredith College unite heartily in these sentiments. It may be fairly assumed that in these college years you have had a mingling of work and pleasure, of successes and reverses, of hope and fears, of optimism and dis-

couragement. This must have been your experience, since life in college is but an epitome of life everywhere.

Now you have reached a decided turn in the road. Sometimes it is referred to as a crisis—a word that almost makes one quake. Such experiences, however, may be fraught with opportunities that will prove to be blessings. You will discover a real thrill in the prospect that stretches out before you today. You are to have a new task, in a new environment, with new forces to answer your call, a new view of destiny. Take courage as you contemplate this outlook. Be confident in the strength gathered from home and school and church. Have faith in God, have faith in yourself and in humanity. Magnify your calling.

You leave Alma Mater today as students to become in a real sense her daughters. You will carry always her benediction, and, returning from time to time, will find a warm welcome back home. You separate today as classmates, but the friendship formed here will bless you throughout life. Your relationship with the faculty hitherto has been that of student to teacher. Today it becomes that of companion and co-laborer in enterprises affecting the welfare of our people and the development of their life.

A writer recently said that the trends in the past century have been the "substitution of self-expression for self-discipline; of restlessness for rest; of spending for saving; of show for solidity; of dependence for self-reliance; of luxury for simplicity; of ostentation for restraint; of success for integrity; of the mediocre for the excellent." This writer goes on to say that "Nothing is imposed any longer, from learning one's A B C's to honoring one's parents. Everything is elective. The man or the woman who casts all discipline to the winds is no longer considered a libertine or a cad, but merely a modernist pursuing the legitimate end of self-expression."

The writer of these lines was evidently a little out of humor or maybe a little pessimistic when he wrote them. They do suggest, however, some pitfalls to be avoided, some contrasts to be observed, some standards to be adopted. It may take some

self-denial at first to choose the way of frugality, of self-reliance, of restraint, of integrity, of excellence; but later there come dividends that gratify and satisfy.

You need not be surprised or disappointed if results are delayed or come by devious ways. Remember that the quest has its rewards as well as the achievement itself. Chester E. Emerson had this thought in mind, I think, when he wrote the following lines:

I asked for bread!
Life led me to a plain,
And put a plough in hand,
And bade me toil until my bread I earned.

I asked for drink!
Life led me to a sand
As dry as tearless grief—
Forced me to find the springs of sympathy.

I asked for joy!
Life led me to a street
And had me hear the cries
Of wayward souls that wailed to be free.

I asked for words!
Life led me to a wood,
Set me in solitude
Where speech is still and wisdom comes by prayer.

I asked for love!
Life led me to a hill
And bound me to a cross
To bear and lift and to be hanged upon.

Yes, the quests of life have their compensations, even though they may be long drawn out and filled with hardships. Let me suggest that optimism, steady application, good cheer, are the best guaranties against discouragement and despair over realization long postponed in the quest. The whole country was shocked a few weeks ago when it was announced that Knute Rockne, the celebrated football coach, had lost his life in a fearful tragedy. The secret of his success is said to have been stated by him in a very brief but clear way in these words:

"I don't even know that I am a success; but my idea is that being successful is just a matter of having a job that you constantly enjoy." There can be no defeat for the one who finds constant joy in his job—drudgery and all.

I need not remind you that you are leaving college at a time when conditions are most unusual. Business seems to be all out of joint. Some of our prophets are telling us that we are just at the turning point in this distressing situation, but reminding us that recovery is going to require some time. Let me urge you not to be frightened by these conditions. Make your budget, live within your income, keep a cheerful heart, meet your religious obligations, and you will be among those who are bringing in a brighter day. Our recovery must be first of all spiritual; the economic and social recovery will follow.

Last spring, while Mr. Edison was at his laboratory at Fort Meyers, Florida, Roger Babson called on him. When asked what new radical invention he visualized as coming during the next few years, Mr. Edison replied: "Babson, I do not pose as a preacher; but let me tell you that if there is a God he will not let us advance much further, materially, until we catch up spiritually. A great fundamental law of science is that all forces must be kept in balance. When any body or force goes off on a tangent, there is a smash. This applies to America as it has to every nation before it."

The world does not need better farmers, engineers, industrialists, or rulers half so much as it needs better people.

And so, young ladies, your Alma Mater sends you forth to have a part in this great work. The alumnae welcome you to their ranks and rejoice in the added numbers and strength thus given their association. I commend to you the admonition of Moses, given in a farewell address to Joshua and the children of Israel as they faced the serious task of conquering the Canaanites and taking possession of their land:

Be strong and of a good courage, fear not nor be afraid of them: for the Lord thy God, he it is that doth go with thee; he will not fail thee nor forsake thee.

HONOR ROLL

SPRING SEMESTER, SESSION 1930-1931

FIRST HONOR

ALDRIDGE, LILLIAN FLORENCE
ALLEN, BESSIE CHRISTIAN
ARNETTE, LOIS
AYSCUE, ELIZABETH
BAKER, NELLIE MAE
BARKER, EVELYN KING
BEAVERS, ALICE ELIZABETH
BLALOCK, KATHERINE
BOOKER, NELLIE
BOOMHOUR, ELIZABETH G.
BOSTIC, GERTRUDE
BRIGGS, MARGARET
BRIGGS, SARAH
BRITT, RUTH TOLSON
BYRD, BEULAH
CASTLEBURY, MARTHA
CLARK, LOUISE
COLE, EVANGELINE
COX, FRANCES
CRAWFORD, VIRGINIA
CUMMINGS, MARY FLORENCE
DANDELAKE, PENNIE
DAY, ETHEL
DODD, MARGARET
ELAM, MARY ELIZABETH
FARRIS, CATHARINE
GARNETT, VIRGINIA
GILL, LUCY GLENN
GOODWIN, MILDRED
GOODWYN, KATHLEEN
GRAY, FRANCES
HARRIS, ELIZABETH
JOHNSON, LILLIAN
JOHNSON, LUCILE
JOHNSON, RUBY
KICHLINE, MILDRED

KIMBALL, MAMIE LEE
KING, GERTRUDE
LAMM, ELEANOR
LAYFIELD, ELEANOR
LEE, MARY
MCADEN, MARY Y.
MAKEPEACE, KITTY
MARTIN, EDWINA
MAY, MADELINE
MAYNARD, FRANCES
MERRITT, DOROTHY
MILLER, VIDA
MINTON, ELIZABETH
MORGAN, ISABEL
MORSE, BLONDIE
MUMFORD, LOUISE
MYERS, LOTTIE BELLE
PRESLAR, VELMA
RANDOLPH, EDITH
RICKS, TEMPIE
ROLLINS, HALLIE MAE
SAMPLE, RUTH
SELEY, ROBERTA
SIMPSON, JEAN
SIMMS, ANNE
SORRELL, FRANCES
SORRELL, JUANITA
THACKER, ANNE
TILGHMAN, MARGARET
TUCKER, SUSANNE
VICCELLIO, NANCYE
VOGLE, BEATRICE
WEAVER, DORIS
WEST, VERONA
WHITBECK, BEULAH
WRAY, CAROLYN

SECOND HONOR

ABERNETHY, HELEN

BAGBY, EDYTHE

BAILEY, FANNIE

BARRETT, MARGARET

CARTER, ALMA

COWAN, GEORGIA

DOBSON, HELEN

HAMBY, LUCILE

HARRIS, DELPHIE

JONES, ANNA CATHERINE

KEMP, MARY ELIZABETH

KENNEDY, JESSIE RUTH

LAWRENCE, DOROTHY

LAYFIELD, ELIZABETH

LINEBERRY, DORIS

MCDONALD, ELIZABETH

MAKEPEACE, CHARLOTTE

MARDRE, HARRIET

MITCHEM, MINNIE MAE

PEGRAM, ELSIE

PHILLIPS, RUTH

ROGERS, ADELE

SALE, GRACE

SLEDGE, CHRISTINE

SPENCE, LINA

TATEM, MIRIAM

VERNON, SARAH ELIZABETH

VICCELLIO, MARTHA

WHITE, ANNE WILSON

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OUR BAPTIST HERITAGE



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OUR BAPTIST HERITAGE

Address by PRESIDENT THURMAN KITCHIN, Wake Forest, N. C.

February 5, 1932

In the kingdom of learning our Baptist forefathers were prophets. They had imaginative genius; to their keen eyes it was granted to see far down the years and visualize needs and possibilities and methods. If they had used this God-given power for selfish ends, living and dying for the good of their own clan, building their own glorious air castles and burnishing their own family name, where should we be today? We might be existing—we could not be really living. But theirs was a world viewpoint. If we live fully, it is because they sacrificed and toiled; if we see clearly, it is because we stand on their shoulders; if we have traveled far, it is because they were pioneers and as such blazed trails, made surveys, and thus opened to posterity illimitable reaches. Ours are treasures which neither moth nor rust nor thief nor panic can endanger. Yea, we have a goodly heritage!

It is of this heritage that I wish to speak now. Is it not fitting that we review foundation principles on Founders' Day?

These prophets, these intrepid pioneers, were idealists. Their idealism was founded on the verities, and so it was sane and serene. They were men of vision—but they were not visionaries. It is their cherished ideals and principles which undergird our whole structure—and note, if you will, that the material was honest and they were master workmen. It is not surprising, then, that such ideals and principles are our greatest treasures as Baptists. What are some of them? First of all, they have given us our freedom.

Baptists have always believed in the separation of Church and State. This is a truism. They are *IN* the State and so they render unto the State the things which belong to it—and render them willingly; and they insist upon equality of rights and a

superior civic freedom. However, they are not of the State; Baptists have read history and know that oil and water will not mix.

But our forefathers knew that freedom, as such, was not enough. Liberty unenlightened degenerates into license, a holiday from rectitude. And it is not a matter of legislation. It is *truth* which makes us—and keeps us—free, and it is only through education that we find truth. Education is a beacon that tears away the wrappings of darkness and shows the pilot whither he should direct his sensitive plane.

But they knew that there was more to freedom than political liberty and an unshackled mind. They taught us that there is a liberation of the spirit. This comes from religious consecration. Life is life, and, along with those things which are ineffably precious, holds bitter experiences. No matter how well we may plan, these will inevitably follow. We experience injustice, and the gods hurl no thunderbolts; the green bay tree that shelters the wicked never seems to blight; a life of sacrificial endeavor passes unrewarded; Death chooses the blossom in preference to mellow fruit; disease and loneliness and disillusionment are common to all. Truly this earth is not a place of material rewards, nor a place where one may expect to escape adversity and suffering. Indeed, if a day by day chronicle of every man's life were written, we should find every man a Job. But personal faith and consecration can turn bane into blessing. There is no such thing as despair if we but remember our heritage. And it involves no excess baggage, no cumbersome armor, no lethal weapons. In classroom or pulpit or hospital, in clamorous city or in the stillness of an African Veldt—anywhere on God's earth—our heritage is able to convince us that all will be well.

Our Baptist fathers left these principles of freedom to us as individuals, but they did not forget the family as a whole. They cherished an enlightened democracy, for, just as unenlightened liberty becomes license, so unenlightened democracy deteriorates into *mobocracy*. The New Testament, which was their guide book, their textbook, taught not only the sacredness of personality and personal rights, but universal brotherhood as well. Civil

liberty is implied, for every New Testament church is a little democracy. Religious liberty is mandatory because, for Baptists, there are no creeds—there is an open Bible. There is no priest in a Baptist church, for all are priests. In the words of our own late Dr. Mullins: "Baptists believe in the competency of the individual soul," and that is a tenet of democracy than which none other is higher.

In your speaker's humble opinion, no political or religious intermediary is necessary: a Baptist bows only before God. Thus we are completely free.

I wish next to remind you that our Baptist heritage is permeated with faith in the Divine.

Our fathers believed in the soul, which is the keystone of the arch of personality. They regarded man first and foremost as an immortal soul. They recognized the progress of the spirit, from its first inchoate longings to its last triumphant hymn of trust, to be but the reaching of the soul after God.

They believed in Christ, as the finest type of manhood, as an incomparable teacher, an unerring physician, an ideal friend, but, more than that—as God and Saviour. All truly Christian enterprises are built upon this conviction. Our heritage is of the strength that divinity affords; otherwise it is weak indeed.

I have said that our Baptist fathers were men of vision—not visionaries. They had supreme faith in their ideals. They knew they were the bed rock upon which superstructures such as the home, the school, the press, the pulpit, and all enterprises whatsoever must be erected. With this faith, with unflagging courage, they sought how they might clothe their ideals and provide them homes. And so they conceived the idea of the Christian College. That they could foresee the far-reaching influence of the denominational college on the progress and work of the denomination is proof of their sagacity. And they were astute enough to realize that by founding Christian institutions it would be possible to solve practical problems in the light of high ideals. And I may say here that our Baptist heritage is by no means outmoded; it is no meaningless antique, preserved for sentiment's sake; it is a *living* thing, and the plans for our

Christian colleges, so prayerfully made in the long ago, are our guide today. Let me repeat—the function of colleges like this is to solve practical problems in the light of high, therefore Christian, ideals.

II

I must ask your pardon for referring to the characteristics of our time. To speak of the “good old days” is trite; to speak of the “bad new ways” will undoubtedly seem to you banality. I do so only because the trend of modern life seems to endanger our heritage. Financial upheavals are said to come in cycles. But who could anticipate so cataclysmic a disturbance! We are prone to regard the present state of distress as financial, and I am not here to decry its gravity or the breadth of its sweep. But, to my way of thinking at least, our obvious financial distress is a symptom of even more deplorable conditions, just as sub-normal temperature, poor circulation, or a paralyzed limb may indicate the presence of more serious and central trouble. I do not mean to be a Job’s comforter, but I feel that something far worse than being simply “out of joint” is the matter with our times. I have tried to diagnose our case, and I am inclined to believe that we are ailing now because we have either forgotten our heritage or else have misused or squandered it. Let me call your attention to some tendencies of recent years.

We have become intoxicated because of unparalleled progress in pure and applied science. There have been notable conquests on land and sea, in air and ether, in time and space, in the construction of cities and nations, and in provision of conveniences, comforts, and luxuries. Man has reduced the molecule to the atom, and the atom to the electron and the proton, and reduced radiant energy to the quantum. He has discovered laws of life, and medical science has become a possession as coveted as it is wonderful. Psychologists have found their way into the holy of holies of the human mind, and can treat its growth and lawful functions so accurately and so dispassionately that it is no longer regarded as belonging to the mystical.

Scientific accomplishments have created for mankind a new heaven and a new earth. They are methods by which we may

be said to "have dominion." Our obligation and indebtedness are beyond measure and question. It is true, however, that scientific explorations and discoveries are so enthralling that they have tended to claim a disproportionate part of man's time and interest, to exert an effect well-nigh hypnotic, until he walks as in a dream, oblivious to all else. Science has set standards—too often, arbitrarily—or values in domestic, social, educational, and even in religious circles. It appears now that even truth is in danger of being judged in terms of organization and accomplishment. There is insatiable desire for newer and more powerful machinery, greater industries, and more exciting entertainments. Education is inclined to cater to the specialist and to the technician. Realism and irrationalism walk in cock-sure manner through our present-day literature and jeer at idealism. Withal, Science has made a Frankenstein—brilliant, magnetic, capable—but a creature without a heart, and therefore a menace unless attended by a wise and vigilant keeper.

Let me remind you also that scientific, educational, and religious fallacies have arisen to obscure and misdirect. Science is one point of view only, and dangerous consequences follow misinterpretation. The bewilderingly great accomplishments mentioned a moment ago have led some to feel that adequate explanation of all things is to be found in natural phenomena. The electron, energy, the cell, natural law—these are the ultimate. Materialism, or even a high type of Naturalism suggests, if not demands, the exclusion of all that is super or extra-natural. It follows that God becomes natural law, or at best, humanity.

Education has become as practical in its purpose as it is popular socially. What has become of the desire for knowledge—knowledge for its own sake, a broad and deep culture, and not simply a means to an end, its worth adjudged in terms of practical cash values! Too much emphasis is placed on *efficiency*—indeed, it will be readily admitted that much of the high idealism of our heritage is obscured by so-called *efficiency*. Let us hope that that sadly overworked word (in its objectionable sense) will some day be as obsolete as the word *depression* will be! If

efficiency be the goal of civilization, surely a government of the people, for the people, by the people is the wrong type. Better a monarchic, despotic, or oligarchic government. I repeat, if efficiency be the goal of civilization, Russia has already paid out its coin to win out again the world. But what a price! Nothing that is holy—no church, no Bible, no God. No individual initiative, no chance for development. Simply this: every man, woman, and child a cog in a remorseless wheel; a wheel that rolls ever round and round, but never on and on.

Furthermore, religious organizations have placed relatively excessive emphasis upon their plants, upon ratings and classifications, standards, methods, numbers, and the like. It is almost as if a furnace were fitted throughout with every device for convenient and effective operation, but with so many and such intricate devices that the time of those operating it is so taken up with keeping these gadgets in order—not to mention polishing them and admiring them and showing them off!—that the fire in the furnace is allowed to go practically out. In the maze of organization and plant machinery we must not let the fire burn low, for the fire is spirituality and without that we are nothing.

Finally, I remind you that at the present time there is revolt against old beliefs and standards. These bed rock principles are considered by intolerants to be time-honored but unimportant fables. Many of these unforbearing ones have come thus to discredit their heritage and to accept the belief that knowledge is based entirely upon, and determined by, individual or human experience. Opinion is, they contend, the only basis of truth; and since opinion varies with individuals and races and generations, it is necessarily unstable. Society is in a fair way to make its own codes of right, honor, justice, temperance, and goodness. Hard and fast social codes, moral standards, the existence of soul, sin, a personal God, the infallibility of the Bible, the inspiration of the Bible, the divinity of Christ—all are in question by many, or else disregarded altogether. There is no stable point from which one may start or at which one

may stop. The result, for hosts of people, is "grotesque confusion of means and ends."

III

I have reminded you that our Baptist forefathers have given us a heritage. I have tried to outline present conditions as they affect our heritage. In the time that is left I propose to discuss with you how we may preserve our heritage.

In speaking of the present trend of our times I did not mean to alarm you unduly. The times are critical, but they are not hopeless. However, I believe that it is for us to say whether the inertia and sleeping sickness from which other valued exponents of civilization appear to be suffering shall be allowed to come in and affect us. Are we the effete and spineless descendants of Vikings, or are we worthy offspring? I say to you that there is no limit to what we can accomplish, if we will but bestir ourselves. Each generation has had its great and dominating spirits; each age has its peculiar problems. Our problem now is to say whether the SPIRIT OF THINGS or the THINGS OF THE SPIRIT shall conquer. We have been too much dazzled and charmed by *things*. Now many of our material possessions are shattering. And here again is danger; a child weeps over a broken doll and will not be comforted. Shall the remembrance of happier things be a sorrow's crown of sorrow, shall we be as inconsolable children, or are we manly enough to carry a high heart and a gallant spirit when our carefully made plans lie in ruins about us?

The caving in of a mountainside may expose a vein of gold; a storm can cleanse the air of pollution. In periods of prosperity fortunes are made; in periods of depression men are made. Remember, please, that Wake Forest and Meredith both were founded in hard times and have been processed by adversity. Who will deny that they are the more virile for it? They came into being and they endure because our Baptist forefathers built their ideals into the foundations. Even as they were sanguine and undaunted, so must we be. We must continue to

build on their unshakable foundations, building for our children as the founders built for us. For of this I am convinced—our great institutions must live—not necessarily on parade, but going about their daily work dutifully, sincerely, honestly, with the proper pride and a knowledge that they are workmen of which the founders need not be ashamed. Surely with this spirit in us and this determination on the part of our institutions, we shall preserve our heritage and enlarge upon it. This is due the founders of our institutions. If they could speak from the silence, I think it would be to say: "The past has taught its lesson; the present has its duty; and the future its hope."

HONOR ROLL

FIRST HONOR

ALDRIDGE, LILLIAN.....	LaGrange, N. C.
ATKINS, CORNELIA.....	Sanford, N. C.
BARKER, EVELYN KING.....	Leaksville, N. C.
BARRETT, MARGARET.....	Laurinburg, N. C.
BLALOCK, KATHERINE.....	Oxford, N. C.
BRIGOS, MARGARETT.....	Raleigh, N. C.
CASTLEBURY, MARTHA.....	Raleigh, N. C.
CUMMINGS, MARY FLORENCE.....	Reidsville, N. C.
GILL, LUCY GLENN.....	Raleigh, N. C.
GRAY, FRANCES.....	LaGrange, N. C.
HARRIS, ELIZABETH.....	Seaboard, N. C.
HERRING, SARA ELIZABETH.....	Dillon, S. C.
HESTER, ELIZABETH.....	Goldston, N. C.
HUNT, ELEANOR.....	Apex, N. C.
HUNT, MELBA.....	Apex, N. C.
JOHNSON, LUCILLE.....	Raleigh, N. C.
JOHNSON, MEREDITH.....	Mt. Olive, N. C.
JOHNSON, RUBY TILLERY.....	Scotland Neck, N. C.
KEMP, MARY ELIZABETH.....	Zebulon, N. C.
LAWRENCE, GRACE.....	Apex, N. C.
LAYFIELD, ELEANOR.....	Raleigh, N. C.
LEE, ELIZABETH.....	Florence, S. C.
LEE, MARY PETTIGREW.....	Florence, S. C.
MAKEPEACE, CHARLOTTE.....	Sanford, N. C.
MARSHBURN, RACHEL.....	Rocky Mount, N. C.
MAYNARD, FRANCIS.....	Raleigh, N. C.
MORGAN, ISABEL.....	Raleigh, N. C.
PERRY, PAULINE.....	Winston-Salem, N. C.
PHELPS, NORMA LEE.....	Colerain, N. C.
POE, INEZ.....	Apex, N. C.
ROBERTSON, PEARL.....	Knightdale, N. C.
SALISBURY, MARTHA.....	Hamilton, N. C.
SAMPLE, RUTH.....	Elizabeth City, N. C.
SIMPSON, JEAN.....	Madison, N. C.
SORRELL, FRANCES.....	Cary, N. C.
TILGHMAN, MARGARET.....	Raleigh, N. C.
VICCELLIO, MARTHA.....	Chatham, Virginia
VICCELLIO, NANCY.....	Chatham, Virginia
VOGEL, BEATRICE.....	South Norwalk, Connecticut
WEAVER, DORIS.....	Lexington, N. C.
WHITBECK, BEULAH.....	Mayodan, N. C.
WINSLOW, RUTH.....	Hertford, N. C.
WEAY, CAROLYN.....	Gastonia, N. C.

SECOND HONOR

BAOBY, EDYTHE.....	Raleigh, N. C.
CATES, MINWAL.....	Burlington, N. C.
CORRELL, LOUISE.....	Raleigh, N. C.
CRUTCHFIELD, EVELYN.....	Woodsdale, N. C.
DOZIER, HELEN.....	Kokura, Japan
ELAM, MARY ELIZABETH.....	Kings Mountain, N. C.
GAMMAGE, CHARLOTTE.....	Miami, Florida
GARNETT, VIRGINIA.....	Spring Valley High School, N. Y. City
HENLEY, MARY.....	Raleigh, N. C.
HOLDER, CLARICE.....	Garner, N. C.
JONES, DURA.....	Mayodan, N. C.
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VAUGHAN, MARY LAURA.....	Nashville, N. C.
VERNON, SARAH ELIZABETH.....	Burlington, N. C.

POINTS

<i>No. of Classes per week</i>	<i>Points for first honor</i>	<i>Points for second honor</i>
12	27	22
13	29	24
14	31	26
15	33	28
16	35	30
17	37	32
18	40	34

GRADES

A gives 3 points per semester hour of credit
 B gives 2 points per semester hour of credit
 C gives 1 point per semester hour of credit
 D gives 0 point per semester hour of credit
 E gives —1 point per semester hour of credit
 F gives —2 points per semester hour of credit

SERIES 25

MARCH, 1932

No. 3

MEREDITH COLLEGE

RALEIGH, N. C.

QUARTERLY BULLETIN



THIRTY-THIRD CATALOGUE NUMBER
ANNOUNCEMENTS FOR 1932-1933

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N. C., under the Act of Congress of July 16, 1894

1932

JANUARY	APRIL	JULY	OCTOBER
SMTWTFS	SMTWTFS	SMTWTFS	SMTWTFS
<div>1 2</div> <div>3 4 5 6 7 8 9</div> <div>10 11 12 13 14 15 16</div> <div>17 18 19 20 21 22 23</div> <div>24 25 26 27 28 29 30</div> <div>31</div>	<div>1 2</div> <div>3 4 5 6 7 8 9</div> <div>10 11 12 13 14 15 16</div> <div>17 18 19 20 21 22 23</div> <div>24 25 26 27 28 29 30</div>	<div>1 2</div> <div>3 4 5 6 7 8 9</div> <div>10 11 12 13 14 15 16</div> <div>17 18 19 20 21 22 23</div> <div>24 25 26 27 28 29 30</div> <div>31</div>	<div>1</div> <div>2 3 4 5 6 7 8</div> <div>9 10 11 12 13 14 15</div> <div>16 17 18 19 20 21 22</div> <div>23 24 25 26 27 28 29</div> <div>30 31</div>
FEBRUARY	MAY	AUGUST	NOVEMBER
SMTWTFS	SMTWTFS	SMTWTFS	SMTWTFS
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1933

JANUARY	APRIL	JULY	OCTOBER
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FEBRUARY	MAY	AUGUST	NOVEMBER
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MARCH	JUNE	SEPTEMBER	DECEMBER
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Calendar for the Year 1932-1933

Sept.	7.	Wednesday	9:00 a.m. Matriculation and Registration of new students. Examinations for making up conditions of last semester.
Sept.	8.	Thursday	9:00 to 3:00. Matriculation and Registration of former students. 8:30 p.m. formal opening.
Sept.	9.	Friday	8:30. LECTURES and CLASS WORK begin.
*Nov.	23.	Wednesday	1:00. THANKSGIVING RECESS begins.
Nov.	28.	Monday	1:45. THANKSGIVING RECESS ends.
Nov.	30.		Applications and schedules of students who are to take examinations for making up conditions are to be filed in the Dean's office.
*Dec.	17.	Saturday	1:00. CHRISTMAS RECESS begins.
Jan.	2.	Monday	1:45. CHRISTMAS RECESS ends.
Jan.	11-16.		Students must submit to the Dean their schedules of work for the second semester.
Jan.	18-24.		FIRST SEMESTER examinations.
Jan.	25.	Wednesday	MATRICULATION and REGISTRATION of all students for the second semester. 10:00-1:00.
Jan.	26.	Thursday	LECTURES and CLASS WORK of second semester begin.
Feb.	3.	Friday	FOUNDERS' DAY.
*April	13.	Thursday	1:00. Spring holidays begin.
April	18.	Tuesday	1:45. Spring holidays end.
April	25.		Applications and schedules of students who are to take examinations for making up conditions of the first semester are to be filed in the Dean's office.
May	10-17.		Students must submit to the Dean their schedules of work for 1933-1934.
May	22-27.		SECOND SEMESTER examinations.
May	27-30.		COMMENCEMENT.

* On the day immediately preceding holidays the classes of the first four periods will meet, beginning at 8:00 and ending at 12:00.

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INSTRUCTOR IN LATIN

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Meredith College, A.B., With one year at Sorbonne

INSTRUCTOR IN FRENCH

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Faculty of Department of Music

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Swarthmore, A.B., A.M.; University of Pennsylvania, Bac.Mus.; Fellow of the American Guild of Organists; Graduate Study, University of Michigan; Piano with Louis Bailey, Joseph W. Clarke; Theory and Composition with George Alex. A. West, H. Alexander Matthews, Earl V. Moore; Organ with Geo. Alex. A. West, Ernest White, Charles M. Courboin, Palmer Christian

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CHARLOTTE ELIZABETH ARMSTRONG

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Converse College, B.Mus.; Graduate work with Arthur Foote, John Carver Alden, Boston; Arthur Whittington, New York; Isadore Philipp, Conservatory of Music, Fontainebleau, France

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ALVERDA ROSEL

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Summer Master School American Conservatory of Music, Chicago;

Composition with Helen Dallam Buckley; Orchestration with Olaf Andersen

INSTRUCTOR IN VIOLONCELLO

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Graduate, Columbia School of Music; Harmony with Harold Morriott; History with Cyril Graham; Conducting with George Dasch; Public School Music with Letha McClure; Director of Music in the Public Schools of Raleigh

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Meredith College

Meredith College

Foundation

Meredith College, founded by the Baptist State Convention of North Carolina, was granted a charter by the State Legislature in 1891, and was first opened to students on September 27, 1899. It is named Meredith College in honor of the Reverend Thomas Meredith, for many years a noted leader of the Baptist denomination in North Carolina. This name is especially appropriate, for Thomas Meredith presented a report to the Baptist State Convention of 1838 strongly recommending the establishment of an institution in Raleigh for the higher education of women.

Location

Meredith College is admirably located near the western boundary of the city of Raleigh. That Raleigh is an educational center is clearly shown by the number of schools and colleges located in its midst. The city is situated on the edge of a plateau which overlooks the coastal plain, and is 365 feet above the sea-level; thus it is favorably affected both by the climate of the seacoast and by that of the mountains. The site on which stand the buildings of Meredith College is 470 feet above the sea-level, and contains 130 acres of land. State highways numbers 10, 90, and 50 pass through the southern edge of the property, and there is a frontage of 1,800 feet on the Seaboard and Southern railroad tracks. Water is secured from the city of Raleigh; it is of excellent quality and is tested regularly by experts.

There are two groups of college buildings. One group consists of permanent, fireproof structures, and provides four dormitories, a library and administration building, and a dining room and kitchen building. The dormitories are three stories in height, and will accommodate one hundred and twenty-five students each. The dormitories are so arranged that there is a bathroom between

each two living rooms. Each living room provides for two students, and there is a separate closet for each occupant.

The other group of buildings consists of four temporary structures. One of these provides for auditorium and music studios and practice rooms. A second one has accommodations for the science departments. The equipment in these laboratories is the best that can be procured. A third building in this group provides classrooms and offices for other departments. The fourth building is a gymnasium, well equipped for its purpose.

Laboratories

Laboratories are furnished with water and gas, together with necessary supplies for individual work in chemistry, physics, biology, and home economics.

The State Museum, to which additions are continually being made, is of much service to the department of science.

Library

The library is in charge of a trained librarian, and is scientifically classified and catalogued.

There are 16,097 volumes and 3,739 pamphlets in the library. These have been selected by heads of departments, and are in constant use by students. One hundred and sixty-seven magazines, forty-six college magazines, and fifteen newspapers are received regularly throughout the college year.

In addition to the library of Meredith College, the Olivia Raney Library and the State Library are open to students. The State Library offers to students of American history unusual advantages in North Carolina and Southern history.

Religious Life

All regular students are required to attend the chapel services each day. All boarding students except seniors are required,

also, to attend Sunday school and church services each Sunday morning, five absences without excuse being allowed during the year.

The Baptist Student Union Cabinet is the connecting link for all of the religious organizations of the college. The president of each of these organizations is a member of this cabinet, and in this way the interest of each is conserved and all are mutually helpful.

The Young Woman's Auxiliary has an independent corps of officers and maintains a definite denominational affiliation. All missionary contributions are directed through denominational channels, gifts to the denominational unified program being made through home churches, and reported to the treasurer of the Young Woman's Auxiliary. Its meeting occurs every Sunday evening, with one of the ten circles in charge of the program.

The eight B. Y. P. U.'s meet every Wednesday evening. They reach every member, and serve as the connecting link between the college religious life and the home.

Classes in Mission study and in Sunday School Teacher Training, under the direction of members of the faculty and students, pursue systematic courses of study, the aim of which is to give the student a more thorough knowledge of mission methods and to fit each one for an efficient, intelligent work in Sunday school.

Students interested in special forms of religious service, either on the foreign field or at home, find helpful associations in the SERVICE BAND. This year there are 23 members.

Government

A system of student government prevails in the college, the basis of which is a set of regulations agreed to by faculty and students. The executive committee of the Student Government Association has general oversight of order and deportment among the students. An advisory committee from the faculty, how-

ever, assists the students in the solving of difficult problems. The restrictions imposed by this system of government are believed to be only those which will tend to bring about a normal, wholesome student life; and any who are not willing to be guided by them should not apply for admission to the college.

Recognition

Meredith College is a member of the Southern Association of Colleges and Secondary Schools. Graduates who hold Meredith College degrees are eligible for full membership in the American Association of University Women. Meredith College is also on the list of colleges approved by the Association of American Universities.

Hygiene and Care of the Sick

A well equipped infirmary, under the direction of an efficient nurse, is maintained for the benefit of students unable to attend regular work on account of sickness.

The physician in charge holds office hours at the college, at which time students may consult her upon all subjects of hygiene or concerning their personal health. The general laws of health are enforced as far as possible. It is the purpose of the college physician to prevent sickness by means of the knowledge and proper observance of hygienic conditions. The diet of the sick is under the direction of the physician and nurse. Once a week during the year the physician in charge lectures to the students on general hygiene. Students are required to attend these lectures.

Literary Societies

There are two literary societies: Philaretian and Astrotekton, meeting every Monday evening. These societies are organized to give variety to the college life and to promote general culture.

In each society there is offered a memorial medal for the best English essay. The Carter-Upchurch medal of the Astrotekton

Society is the gift of Mr. Paschal Andrews Carter, of New York City. The Minnie Jackson Bowling medal of the Philaretian Society is given by Dr. Edward Holt Bowling, of Durham.

It is believed that secret societies are undemocratic and will detract from the interest and value of the literary societies. The organization of sororities or clubs of any sort is, therefore, prohibited.

College Publications

By the College

The Bulletin.—This is the official publication of the college, and appears quarterly. It will be mailed to any address regularly upon request to the President.

By the Students

The Acorn.—This is the quarterly magazine of the students. It will be mailed to any address upon receipt by the Business Manager of the subscription price—two dollars and fifty cents.

Oak Leaves, the College Annual, is published by the Literary Societies. Any one desiring a copy should communicate with the Business Manager of the Annual.

The Twig.—Published fourteen times a year by the students. Communications should be addressed to the Business Manager of *The Twig*.

Personal Items

Students should bring with them towels, sheets, pillow, pillow-cases, couch covers (or counterpanes), and all other bed coverings that are likely to be needed. Those expecting to arrive in Raleigh in the afternoon or at night should put sheets and towels in their suitcases. All rooms are furnished with single beds.

All laundry must be clearly marked with indelible ink.

The laundry fee (\$10.00) collected by the college covers cost of flat work only. Each student may have each week two sheets, two pillowcases, one counterpane, four towels, one bureau scarf.

Each student should be provided with overshoes, an umbrella, and a raincoat.

All windows are provided with shades. Curtains, draperies, rugs, and pictures from home will make the room more attractive.

Expenses

*Per
Semester*

Board, literary tuition, room (with light, heat, and water),
and other college fees.....\$225.00

The room reservation fee of \$10.00, paid before assignment of
room, is included in the above charges, and will be credited on the
semester's account.

PAYMENT OF FEES, SESSION 1932-1933

At Fall Semester Matriculation:

By resident students.....\$120.00

By day students 30.00

By special students, one-half of semester's fees.

On November 10, by all students, balance of account for fall semester.

At Spring Semester Matriculation:

By resident students.....\$120.00

By day students 30.00

By special students, one-half of semester's fees.

On March 31, by all students, balance of account for spring semester.

Departmental fees are extra, as follows:

*Per
Semester*

Piano	\$37.50	\$45.00
Organ		45.00
Violin		45.00
Voice	\$35.00, \$37.50	45.00
Art		35.00
Art studio		2.50
Single lessons in art.....		2.50
Chemical laboratory fee.....		2.50
Biological laboratory fee.....		2.50
Physics laboratory fee.....		2.50
Cooking laboratory fee.....		7.50
Sewing laboratory fee.....		1.00
Use of piano one hour daily.....		4.50
For each additional hour.....		2.25
Use of pipe organ, per hour.....		.25

Expenses of Day Students

*Per
Semester*

Tuition	\$ 60.00
Library fee	2.50
Departmental fees are extra, according to courses taken.	
See statement of departmental fees above.	

Expenses of Special Day Students

*Per
Semester*

For one-class course.....	\$ 20.00
For two-class course.....	40.00
For three-class course.....	60.00

Subjects with laboratory courses require payment of laboratory fees.

Graduation fee, including diploma, \$5.00.

Practice teaching fee, \$15.00.

Practice house fee, \$10.00.

If a student withdraws from the institution, or is sent away for misconduct, before the semester expires, no charges for tuition, room rent, or incidental expenses for that semester, and no charges for board for the quarter in which she leaves will be refunded. But in event of sickness of such a nature as in the opinion of the college physician requires the retirement of the student, the charges for board may be refunded from the date of retirement, upon the order of the executive committee; provided that no reduction will be made for absence of less than four weeks.

The medical fee of \$10.00 meets the charges for the college physician and the college nurse. Any service in addition to this, as well as all prescriptions, will be paid for by the patron receiving the benefit of the same.

The student budget fee is required of all resident students and of all day students taking as many as three subjects. This fee meets all of a student's obligations to the several student organizations, and includes subscriptions to the three student publications. The fee amounts to \$9.00 per year and is handled through the Student Government Committee.

Registration

On days of registration at the beginning of each semester each student is required to pay to the bursar the required fee, and show receipt for same to the dean at the time of registration. Matriculation and registration are not completed until the course of study for the semester is approved by the dean.

No student may enter any class at the beginning of either semester until she has paid the required fee.

Any student who fails to register with the dean at the appointed time will be required to pay the bursar an additional fee of \$1 and to show receipt for the same to the dean. This special fee of \$1 will be required of those who are late in entering as well as those who neglect to arrange their courses with the dean, and will not be deducted from any bill. For time of registration, see page 29.

To secure rooms, application must be accompanied by a deposit of \$10. No definite room can be assigned except at the college office. Any preference in rooms will be given in the order of application.

Admission Requirements

Fifteen units are required for admission to Meredith College. A student must meet the specific requirements of the course in which she seeks a degree.

Students are admitted to the college either (A) by certificate or (B) by examination.

A. The fifteen units offered for entrance must be certified by the principal of an accredited high school. A student who wishes to apply for admission by certificate should send to the president for a blank certificate, and have it filled out and signed by the principal of the school she is attending. This certificate should be filled out by the high-school official as soon as the final grades of the high-school course are determined, and the certificate sent to Meredith College immediately. All certificates should be filed in the president's office before August of the year in which the student wishes to enter.

B. Students who cannot present a certificate from an accredited school will be required to pass examinations before entering the college. Application for taking college entrance examinations should be made to the high-school principal or county superintendent before the middle of April.

A student who presents the fifteen units for entrance, but who is deficient in some part or parts of the prescribed entrance requirements of the course for which she registers, will be allowed to enter the college. A student will be given two units of credit for entrance for a year's course in foreign language in the college. Deficiencies must be satisfied by the beginning of the third year.

Admission to College Classes

For admission to the freshman class a candidate must offer fifteen units of credit. A unit represents four one-hour recitations or five forty-five-minute recitations a week throughout a

secondary school year, and is estimated to be equivalent to one-fourth of the work of one year in the high school.

* Every candidate for the A.B. or B.S. degree must offer :

English	4	units
Mathematics { Algebra	1.5	units
{ Plane Geometry	1	unit
Foreign Languages { Latin	2	units
French		
German		
†Spanish		
History.....	1	unit
‡Electives	5.5	units
<hr/>		
Total	15	units

The elective units must be chosen from the following : Algebra, Solid Geometry, Trigonometry, Commercial Arithmetic, one-half unit each ; History, one to four units ; Bible, one unit ; Physiology, Physical Geography, Physics, Botany, Chemistry, General Science, Cookery, Commercial Geography, one-half or one unit each ; Foreign Language or Languages not counted among required subjects.

Admission to Advanced Standing

A student applying for advanced standing or credit from another institution must present the following information :

(a) A certificate of honorable dismissal from the institution last attended. (b) An official transcript of her record at such institution, together with a catalogue that describes the courses taken. (c) Details of the units offered (or accepted) for college entrance and the name of the high school from which the entrance units were received. All of this information should be

* Entrance requirements for those who are candidates for the B.S. degree with a major in Piano, Organ, Violin, Violoncello, Voice, or Public School Music are given on page 78.

†Spanish is accepted for entrance, but no Spanish is offered in Meredith.

‡Not more than four half-unit courses will be counted. Not more than two units of vocational subjects will be counted.

sent from the institution last attended to Meredith College at least two weeks before the opening of the session. Students who have completed two years of college work must indicate the two majors and the other subjects that they expect to pursue the first semester.

When the candidate comes from an institution belonging to the Association of Colleges and Secondary Schools of the Southern States, or an association of equal rank, she will be given credit for the successful completion of courses that correspond to those offered by Meredith College.

The maximum credit that will be allowed for any semester is eighteen hours. Credit for laboratory work will be estimated on the same basis as is allowed for corresponding work in Meredith College.

The maximum credit accepted from a junior college is sixty-six semester hours.

Summer School Credits

The student should have the announcement of the summer school that she is to attend, and should secure the written approval of the heads of the departments for the courses that she plans to take. The names of these courses and the outline of the courses should be filed with the Committee on Advanced Standing before commencement. The student will be advised what credit will be allowed for the proposed summer work.

Definition of Entrance Requirements

ENGLISH (4 units)

The four units of English offered by students from an accredited high school will be accepted. Following the requirements of the National Conference on Uniform Entrance Requirements, the department expects that in all written work the student pay constant attention to spelling and punctuation, and to the structure of sentences, paragraphs, and whole compositions. In all

oral work there should be constant insistence upon the elimination of personal speech-defects, and of obscure enunciation. It is expected that the student be able to read with intelligence and appreciation work of moderate difficulty, and show familiarity with a few masterpieces.

FRENCH (2 units)*

FIRST-YEAR FRENCH (1 UNIT)

A. Careful drill in phonetics and grammar. Stress should be placed on French life and culture. Reading of 150-200 pages of easy French. Frequent dictations and oral exercises.

SECOND-YEAR FRENCH (1 UNIT)

B. Study of grammar continued. Reading of 300-400 pages of selected texts. Dictation and oral exercises. Geography of France and French civilization.

GERMAN (2 units)*

FIRST-YEAR GERMAN (1 UNIT)

A. Grammar and drill in pronunciation. Oral exercises and dictation. Reading of 150-200 pages from easy texts. German life and culture stressed.

SECOND YEAR GERMAN (1 UNIT)

B. Grammar continued. Oral exercises and dictation. Reading of 300-400 selected texts. Geography and German civilization should be given careful attention.

LATIN (4 units)*†

FIRST-YEAR LATIN (1 UNIT)

(1) A thorough knowledge of forms and principles of syntax.

*Entrance work in foreign languages exceeding two units may count as elective entrance units.

†The work of schools that follow the recommendations of the report of the Classical investigation will be accepted for any year of high school work.

SECOND-YEAR LATIN (1 UNIT)

(2) Cæsar, four books. Grammar and constant practice in writing easy Latin sentences illustrating rules of syntax.

THIRD-YEAR LATIN (1 UNIT)

(3) Cicero, six orations, including the Manilian Law. At least one period a week should be devoted to prose composition.

FOURTH-YEAR LATIN (1 UNIT)

(4) Vergil, *Æneid*, six books. Study of meter and style. Prose composition, one period a week.

HISTORY (4 units)*

The candidate may offer as many as four of the following units in history:

(a) Ancient History to the fifth century or to about 800 A.D., or Early European History to about the beginning of the eighteenth century (1 unit).

(b) Mediæval and modern European History, or Modern European History from about the beginning of the eighteenth century (1 unit).

(c) English History (1 unit).

(d) American History (1 unit).

(e) Civics ($\frac{1}{2}$ unit).

MATHEMATICS (2.5 units)‡

ALGEBRA (1.5 UNITS)

The requirements in algebra include the following subjects: The four fundamental operations of algebra, powers and roots, factors, common divisors and multiples, fractions, ratio and proportions, inequalities, exponents, equations of the first and second degrees with one or more unknown quantities, radicals and equations involving radicals, arithmetical and geometrical progressions, binomial theorem for positive integral exponents.

*Entrance work in History exceeding one unit may count as elective entrance units.

‡An additional half-unit in algebra may be counted towards entrance if sufficient time has been given to the subject. No more than two units will be given for algebra. Solid geometry may be offered as an elective and counts one-half unit.

Pupils should be required throughout the course to solve numerous problems which involve putting questions into equations. It is also expected that the work be accompanied by graphical methods in the solution of equations of all types.

It will require at least one and one-half years with four or five one-hour recitation periods a week to complete this work.

PLANE GEOMETRY (1 UNIT)

The usual theorems and problems of some good textbook in plane geometry, together with a sufficient number of original problems to enable the student to solve such problems readily and accurately.

To be acceptable, the work in plane geometry must cover a full year with four or five one-hour recitation periods a week.

SOLID GEOMETRY ($\frac{1}{2}$ UNIT)

This work should complete the chapters on straight lines and planes in space, prisms and cylinders, pyramids and cones, and spheres. Special emphasis should be placed on applications, the student solving a large number of problems illustrating the theorems of the text.

BIBLE (Elective)

Entrance credit of one unit may be allowed for work in one or more of the following branches of Religious Education: (1) Bible History, (2) Sunday School Pedagogy, (3) Missions.

SCIENCE (Elective)

PHYSIOLOGY AND HYGIENE ($\frac{1}{2}$ UNIT OR 1 UNIT)

The candidate must be familiar with the general structure of the body, digestion, circulation, respiration, and the nervous system.

PHYSICAL GEOGRAPHY ($\frac{1}{2}$ UNIT OR 1 UNIT)

This course should include a detailed study of the land forms and physiographic factors. The course will require at least one year.

PHYSICS ($\frac{1}{2}$ UNIT OR 1 UNIT)

One year's work, including the principles of mechanics, heat, electricity, sound, and light. About one-third of the time should be given to individual laboratory work, which should be reported in carefully prepared notebooks.

BOTANY ($\frac{1}{2}$ UNIT OR 1 UNIT)

The student should acquire a knowledge of plant structure and development; a knowledge of the fundamental principles of plant nutrition, assimilation, growth, and reproduction; and a knowledge of the relation of plants to other living things. A large part of this information should be gained by laboratory and field work.

CHEMISTRY ($\frac{1}{2}$ UNIT OR 1 UNIT)

This course should include the general laws and theories of chemistry and make the student familiar with the occurrence, preparation, and properties of the common elements and their compounds.

GENERAL SCIENCE ($\frac{1}{2}$ UNIT OR 1 UNIT)

This course should serve as an introduction to the study of the various branches of science, and should be based on some standard text.

HOME ECONOMICS ($\frac{1}{2}$ UNIT OR 1 UNIT)

A full unit in cooking will not be given unless a notebook certified by the teacher is presented. A half-unit or a unit in this subject will be allowed, according to the time given to it. Two double laboratory periods will count for two recitations.

General Regulations of Academic Work

Routine of Entrance and Registration

1. *Enrollment.* All students, upon arrival in the city, will report to the office of dean of women and enroll.

2. *Matriculation.* Each semester every student will pay the bursar the required matriculation fee. Days for matriculation are as follows: for the first semester, September 7 and 8 and second semester, January 25.

3. *Registration.* Each semester every student will come to the dean's office, exhibit her matriculation card and have her course of study for the semester approved by the dean. Students must complete registration in the dean's office before three o'clock of the last day of registration. Days for registration: for the first semester, September 7 and 8; second semester, January 25, 10 a.m. to 1 p.m. The penalty for not completing registration on time is an extra fee of \$1.00.

Reports

At the end of each semester a report is sent to the parent or guardian of the student, showing her grade of scholarship and number of absences from recitation and other college duties.

At the close of the first and third quarters parents and students are notified if students are not making satisfactory grades.

The grade of scholarship is reported in letters. A, B, C, and D indicate passing grades; E indicates a condition; F indicates failure and that the subject must be repeated in class. In order to be graduated, the students must make grades high enough to average C on seventy-five semester hours of work.

The college reserves the right to exclude, at any time, a student whose academic standing or conduct it regards as undesirable.

Conditioned Students

Freshmen must offer fifteen units and are not allowed any conditions. Members of other classes may have conditions not exceeding six semester hours.

No student will be classed as a junior or senior if conditioned in the department in which she majors.

Conditions

A student who is conditioned on any of the work of a semester will be given only one examination for removal of the condition.

Conditions for the work of the first semester must be removed on the first week of the next May, or on Wednesday of the opening week of the next session. Conditions for the work of the second semester must be removed on Wednesday of the opening week of the next session, or on the first week of the next December. If the student does not remove the condition at one of these two times she will be required to repeat the work in class.

A senior who has any condition at the end of the first semester must remove that condition during the last week of the next February. A senior who has any condition on the work of the second semester will be given one opportunity to remove the condition during the first three days of the week following senior examinations.

A senior who does not have all conditions satisfied at the time specified will be dropped from the senior class. She will be given one opportunity to make up each condition at the regular time for making up conditions during the following year, and will be graduated at the next commencement after she has made up all conditions.

No student will receive credit for work in any subject until her conditions or deficiencies in that subject are removed.

No student will be allowed an examination on other dates than those arranged above until she shall have shown to the dean good reason for it and paid to the bursar one dollar for the library fund. In the case of conflict with other college duties, or illness, this fee will be remitted.

The English department may impose a condition in English composition upon a student who hands in to any department a paper which contains gross violations of the fundamentals of English composition.

Requirements for Graduation

To be entitled to a degree, the student must during her college course prove herself to be of worthy character, and must complete in a satisfactory way the course of work prescribed for the degree in the school from which she wishes to be graduated. Unless she comes from a senior college approved by the Association of Colleges and Secondary Schools of the Southern States, or by an association of equal rank, the candidate for a degree must spend at least two years in residence. The last work that is to count toward a degree must be done at Meredith. During her college course she must make grades sufficient to entitle her to seventy-five honor points.*

All prescribed freshman subjects, including history and mathematics, must be completed by the beginning of the third year. All prescribed sophomore subjects must be completed by the beginning of the senior year.

Underclassmen and juniors are required to take not less than fifteen hours of work a week. Seniors are required to take at least fourteen hours of work each semester.

No student may take more than sixteen hours work unless she passed in fifteen hours the preceding semester and has permission from the faculty.

The maximum number of hours of credit that will be allowed during any semester is eighteen.

A student wishing to make up work under a tutor must consult the dean at the time she arranges her regular work.

Degrees

The college confers the degrees of Bachelor of Arts and Bachelor of Science.

To be entitled to the degree of Bachelor of Arts or Bachelor

*A grade of A gives three points, B gives two points and C gives one point for each semester hour that counts towards graduation.

of Science the candidate must complete, in addition to fifteen entrance units, 120 semester hours of work. Of the 120 semester hours required for the degree, 45 to 59 are prescribed, 36 are chosen from two of the groups of majors, and 25 to 39 are free electives (pages 34 and 35).

The requirements for the degree of Bachelor of Science with a major in Piano, Organ, Violin, Violoncello, Composition, Voice, or Public School Music are given on page 81.

For students who enter technical schools two hours of laboratory will be considered equal to one hour of lecture or recitation, and the number of semester hours required for graduation will be increased according to the number of laboratory hours taken.

Requirements for Degrees

A.B. Degree

1. <i>Requirements without option:</i>	<i>Semester hours</i>
English 10-11, freshman year.....	6
English 20-21, sophomore year.....	6
Religion 20, 21, sophomore or junior year.....	6
Psychology 20, sophomore or junior year.....	3

2. *Required with option:*

The requirements of one of the three groups given below must be satisfied. In group I the student must complete the work in division A, six semester hours in each of three subjects chosen from division B, and six semester hours in one subject chosen from division C. In group II the student must complete the work in division A and six semester hours in each of four subjects chosen from the five in division B. In group III the student must complete the work in division A, six semester hours in one of two subjects chosen from division B, and six semester hours in each of two subjects chosen from the five in division C. Students who are completing the requirements for

GROUP I	GROUP II	GROUP III
<i>Division A</i>	<i>Division A</i>	<i>Division A</i>
*Foreign Language..... 6	†Foreign Languages..... 12	†Foreign Languages..... 12
<i>Division B</i>	<i>Division B</i>	<i>Division B</i>
Latin or Greek.....	Biology.....	Economics and
Modern Language.....	Chemistry.....	Sociology.....
History or Economics.....	Physics.....	Religion.....
Mathematics.....	History or Economics.....	
	Mathematics.....	
<i>Division C</i>		<i>Division C</i>
Biology.....		Biology.....
Chemistry.....		Chemistry.....
Physics.....		Physics.....
		Mathematics.....
		Geography-Geology.....

*Not required of a student who offers four entrance units in foreign language. Three semester hours will be required of a student who offers three units in one foreign language but not a total of four entrance units in foreign language.

†Only six semester hours will be required of a student who offers four entrance units in foreign language. Nine semester hours will be required of a student who offers three units in one foreign language but not a total of four entrance units in foreign language.

teaching Home Economics may have a minimum of two semester hours in Physics, provided they have a total of eighteen semester hours in Biology, Chemistry, and Physics, and six semester hours in either History, Economics, or Mathematics.

3. Electives to be distributed as follows:

(a) Two major subjects to aggregate at least thirty-six semester hours and not less than twelve semester hours in either. Major courses may be selected from the following: (1) Art, (2) Biology, (3) Chemistry, (4) Economics and Sociology, (5) Education, (6) English, (7) French, (8) German, (9) Greek, (10) History, (11) Home Economics, (12) Latin, (13) Mathematics, (14) Theoretical Music, (15) Psychology, (16) Religion, (17) General Science.

The course outlined for teaching Home Economics in the state high schools includes a first and second major for Meredith.

(b) Free electives sufficient to make a total of one hundred twenty semester hours, when added to the required and major subjects. Free electives may include any subject offered as a major, not previously included in one of the two major subjects.

Degree of B.S.

The requirements for the degree of B.S. are the same as for the A.B. degree, except that a student who counts for graduation Children's Literature, Primary Methods, Grammar Grade Methods or Practical Music will be awarded the degree of Bachelor of Science; and that a student who takes the four years course in music outlined on pages 84-89 will be granted a Bachelor of Science with a major in Piano, Organ, Violin, Violoncello, Composition, or Voice.

Schedule of Examinations

FALL SEMESTER

<i>Class</i>	<i>Examination</i>
8:30 T.T.S.....	10-12 Wed.
9:30 T.T.S.....	2- 4 Wed.
11:00 T.T.S.....	10-12 Thu.
12:00 T.T.S.....	2- 4 Thu.
1:45 T.T.S.....	10-12 Fri.
8:30 M.W.F.....	2- 4 Fri.
9:30 M.W.F.....	10-12 Sat.
2:45 M.W.F.....	2- 4 Sat.
2:45 T.T.S.....	10-12 Mon.
11:00 M.W.F.....	2- 4 Mon.
12:00 M.W.F.....	10-12 Tue.
1:45 M.W.F.....	2- 4 Tue.

SPRING SEMESTER

<i>Class</i>	<i>Examination</i>
8:30 M.W.F.....	10-12 Mon.
9:30 M.W.F.....	2- 4 Mon.
11:00 M.W.F.....	10-12 Tue.
12:00 M.W.F.....	2- 4 Tue.
1:45 M.W.F.....	10-12 Wed.
2:45 M.W.F.....	2- 4 Wed.
8:30 T.T.S.....	10-12 Thu.
9:30 T.T.S.....	2- 4 Thu.
11:00 T.T.S.....	10-12 Fri.
12:00 T.T.S.....	2- 4 Fri.
1:45 T.T.S.....	10-12 Sat.
2:45 T.T.S.....	2- 4 Sat.

The first day of the week on which an irregular class meets determines the time of the examination.

Schedule of Recitations

8:30—Mon. Wed. Fri.	8:30—Tues. Thu. Sat.	9:30—Mon. Wed. Fri.	9:30—Tues. Thu. Sat.	11:00—Mon. Wed. Fri.	11:00—Tues. Thu. Sat.
<p>Art 20, 21 Chemistry 61 Wed. Fri. English 49, 60 French 6-7 History 20, 21 Home Ec. 20-21 Wed. Latin 42, 43 Wed. Fri. Music 34.6-35.6 Wed. Fri. 36.6-37.6 Wed. Fri.; 40.0-41.0 Wed. Fri.</p>	<p>Biology 12-13 (a) Tues. Thu. Chemistry 10-11 (a); 40 Ec.-Soc. 28, 27 English 10-11 (a); 20-21 (a); 32-33 History 10, 11 (a) Home Ec. 60-61 Latin 30, 31; 33 Tues. Math. 10.11 (a); 40, 41 Music 16.0-17.0; 20.1-21.1 Tues. Thu. 40.6-41.6 Thu. Sat.</p>	<p>Chemistry 34 Mon. Ec.-Soc. 10-11; 20-21 Education 28; 36 English 10-11 (b) French 10-11 (a, b) German 10-11 Wed. Fri. History 10, 11 (b) Home Ec. 31 Wed. Mathematics 10, 11 (a) Music 30.0-31.0 Mon. Wed. Psychology 31 * (a) Physics 30-31 Religion 20, 21 (a)</p>	<p>Biology 25 Thu. Sat.; 40; 61 Sat. Education 34; 39 English 10-11 (c); 42-43 French 20-21 German 6-7 History 34, 35 Home Ec. 10-11 Tues. Thu.; 15 Latin 10, 11 Mathematics 10, 11 (b) Music 36.0-37.0 Psychology 20 (a); 31 (b) Religion 10; 35; 42, 43</p>	<p>Biology 12-13 (b) Wed. Fri. Ec.-Soc. 30 Education 32* English 40; 45 French 42-43 Greek 20-21 History 42, 43 (a) Mathematics 30-31 Music 26.0-27.0; 40.1, 41.1 Wed. Fri. Psychology 20 (b), 20 *(b)</p>	<p>Biology 30-31 English 20-21 (b); 38-39 Ec.-Soc. 40, 41 French 4-5 German 4-5 History 10, 11 (c); 26; 31 Home Ec. 36 Mathematics 20-21 Music 20.0-21.0 Tues. Thu. Psychology 20 (c); 31 (c) Religion 24, 25 Religion 20, 21 (b)</p>
<p>Laboratory</p> <p>Biol. 12-13 (a) Wed. Fri.; 25 Chemistry 34 Wed. Fri.</p>	<p>Laboratory</p> <p>Biology 61 Tues. Thu.</p>	<p>Laboratory</p> <p>Bio. 12-13 (a) Wed. Fri.; 25 Chem. 34 Wed. Fri.</p>	<p>Laboratory</p> <p>Biol. 61 Tues. Thu.</p>	<p>Laboratory</p> <p>Biol. 12-13 (b) Mon. Wed. Chem. 10-11 (a) Wed. Fri.; 20 Mon. Wed.; 23 Mon. Wed. Home Ec. 10-11 (a) Mon., 10-11 (b) Wed. Fri. 30, Mon. 31, Fri.</p>	<p>Laboratory</p> <p>Biol. 12-13 (c) Tues. Thu.; 23 (a) Tues. Thu.</p>

12:00—Mon. Wed. Fri.	12:00—Tues. Thu. Sat.	1:45—Mon. Wed. Fri.	1:45—Tues. Thu.	2:45—Mon. Wed. Fri.	2:45—Tues. Thu.
<p>Biology 32, 33 Mon. Fri. Education 48, 49 Ec.-Soc. 32, 43 French 44-45 Wed. Fri. Greek 32, 33 History 10, 11 (d); 42, 43(b) Home Ec. 30 Wed. Fri. Latin 6-7 Music 10.0-11.0 Wed. Fri.; 30.6-31.6 Wed. Fri. Psychology 38; 41 Religion 40, 41</p>	<p>Biology 20 Tues. Thu. 21 Tues.; 23 Sat. Chemistry 20-21 Education 35; 46, 47 English 10-11 (d) French 10-11 (c); 30-31 History 32, 33; 60 Home Ec. 40, 41 Math. 13 Thu. Sat.; 15 Tues.; 60</p>	<p>Chemistry 10-11 (b) Ec.-Soc. 31 English 20-21 (c); 32 (e), 33 (e); 41; 46 French 10-11 (d, e); 60 Geology 20, 21 History 22, 23; 46, 47 Home Ec. 33, 43 Mon. Fri.; 34 Mon. Wed. Latin 8-9 Mathematics 10, 11 (c) Music 42.1, 43.1 Wed. Fri. Religion 32; 37</p>	<p>Astronomy 36 Chemistry 23 French 60 Geology 39 Latin 44, 45 Music 20.6; 21.6</p>	<p>Art 10, 11 Wed.; 16-17 Mon. English 10-11 (e); 20-21 (d) Greek 30, 31 Religion 12, 13</p>	<p>Art 30, 31</p>
<p>Laboratory</p> <p>Biol. 12-13 (b) Mon. Wed. Chem. 10-11 (a) Wed. Fri.; 20 Mon. Wed.; 23 Mon. Wed. Home Ec. 10-11 (a) Mon., 10- 11 (b) Wed. Fri.; 30 Mon.; 31 Fri.</p>	<p>Laboratory</p> <p>Biol. 12-13 (c) Tues. Thu.; 23 (a) Tues. Thu.</p>	<p>Laboratory</p> <p>Biol. 12-13 (d) Mon. Fri.; 32, 33 Wed. Fri. Chem. 10-11 (b) Mon. Fri. Home Ec. 10-11 (a) Wed.; 20- 21 (a) Mon. Fri. 31 Wed.; 33, 43 Mon. Fri. Physics 30-31</p>	<p>Laboratory</p> <p>Biol. 12-13 (e); 20, 21; 23 (b) Chem. 21; 30, 31 Home Ec. 20-21 (b)</p>		

Courses of Instruction

NOTE.—A course given an even number is offered the first semester; a course given an odd number is offered the second semester; a course with an even number followed by an asterisk is a first semester course offered the second semester; a course with an odd number followed by an asterisk is a second semester course offered the first semester. A course given two numbers separated by a hyphen continues through the year; a course given two numbers separated by a comma consists of two parts, either or both of which may be taken.

Courses given a number less than 20 are intended for freshmen; those numbered 20 to 29 for sophomores; 30 to 39 for juniors; 40 to 59 for seniors. Those numbered 60 to 69, or Music courses ending in .6 are courses in Methods.

I. Art

IDA ISABELLA POTEAT, *Professor*

MARY PAUL TILLERY, *Associate Professor*

The system of instruction in this department seeks to develop original creative ability in the student; to stimulate appreciation of Art and to gain intellectual breadth and enriched culture through acquaintance with the various forms of Art wherever found.

Requirements for a major are based on 10, 11 taken concurrently with 16, 17. No credit is given for 10, 11.

In order to receive credit for a technical course, a student must carry an equal number of hours of historical work. Technical courses 38 and 48 may be taken concurrently with Greek Literature 32 and Physiology 30. Industrial Art 35 should be taken in connection with Applied Design 39 in order to meet the State requirements for grade certificate.

A. Historical

10-11. Art Appreciation.

Prerequisite for a major in Art and does not count in semester hours. One class hour a week. Monday, 3:45.

A study of composition; the content and aesthetic qualities in sculpture and painting; observation of color and light effects in nature.

MISS POTEAT

20-21. Art Education.

Two hours a week. Two hours credit each semester. Wednesday, Friday, 8:30.

First semester: The principles of beauty with application to problems in every day life. The analysis and theory of color; outline courses for grade work.

Second semester: Study of historic costume and its adaptation to modern dress with selected problems for high school work. Interior Decoration, period furniture and its modern uses.

MISS TILLERY

30-31. History of Art.

Required of juniors who major in Art. Prerequisite: English Composition 10-11 and History 22-23. Two hours a week.

Two hours credit each semester. Tuesday, Thursday, 2:45.

A survey of the history of the important styles of architecture, sculpture, painting, and the minor arts.

MISS POTEAT

35. Industrial Art.

Prerequisite: Art Education 20. One hour a week for one semester. One hour credit. Class hour to be arranged.

The aim of the course is to show the vital relation of Art to life and industry and to develop an appreciation for the beautiful and the power to produce beautiful things.

MISS TILLERY

40-41. Advanced History of Art.

Required of seniors who major in Art. Prerequisite: History of Art 30-31. Two hours a week. Two hours credit each semester. Class hours to be arranged.

An intensive study by selected subjects and periods in Art with lectures, discussions, and special papers.

MISS POTEAT

B. Technical

MISS POTEAT AND MISS TILLERY

16-17. The Elements of Drawing and Painting.

Six studio hours a week, one of which must be taken on Monday, 2:45. Two hours credit each semester. Lectures and laboratory work dealing with the different mediums of artistic expression. Free hand drawing; the analysis and

theory of color; flat washes in water-color. Principles of linear and aerial perspective.

26-27. The Elements of Design and Pictorial Composition.

Six studio hours a week. Two hours credit each semester. Discussions and laboratory work dealing with problems of Design and Composition. Landscape painting; drawing from life.

36-37. Problems of Form.

Six studio hours a week. Two hours credit each semester. Lectures and laboratory work. Elementary antique still life painting, and modeling in clay.

38. Principles of Classic Proportion, and Figure Composition. Advanced antique. Three studio hours a week for one semester. One hour credit.

39. The Principles of Applied Design.

Three studio hours a week for one semester. One hour credit. The work consists of problems of lettering, linoleum block printing, poster design, batik and tie dyeing, leather work, and weaving.

46-47. Advanced Drawing and Painting.

Six studio hours a week. Two hours credit each semester. Discussions and laboratory work dealing with problems in landscape painting, still life, and the draped life model.

48. Advanced Figure Composition.

Three studio hours a week for one semester. One hour credit. Problems and criticisms of the structure, proportions, and action of the human body for purposes of design.

II. Biology

LENA AMELIA BARBER, *Professor*

DR. ELIZABETH DELIA DIXON CARROLL, *Professor of
Physiology and Hygiene*

MABEL ACHSA BARKLEY, *Assistant Professor*

The following courses may count toward a major in Biology:
20, 21, 23, 25, 30-31, 32, 33, 40. Chemistry 10-11 required.

12-13. General Biology.

Required of freshmen majoring in Home Economics who have not had high school Biology. Elective for others. Two lectures and four laboratory hours a week. Six semester hours credit. Lectures: Sec. (a), Tuesday, Thursday, 8:30; Sec. (b), Wednesday, Friday, 11:00. Laboratory: Sec. (a), Wednesday, Friday, 8:30-10:30; Sec. (b), Monday, Wednesday, 11:00-1:00; Sec. (c), Tuesday, Thursday, 11:00-1:00; Sec. (d), Monday, Friday, 2:45-4:45; Sec. (e), Tuesday, Thursday, 1:45-3:45.

This course aims to present the most important biological facts and principles, and so to relate them that the student can apply them to the ordinary affairs of life. It comprises a study of protoplasm, the cell, the rôle of green plants, including simple experiments in plant physiology, the adjustment of organisms to their environment, disease, death, the rôle of micro-organisms, growth, reproduction, and heredity. The types of organisms are studied in the laboratory, beginning with unicellular forms and leading up to vertebrates, an intensive study being made of the frog.

Laboratory fee, \$2.50.

Lectures: MISS BARBER

Laboratory: STAFF.

20. General Botany.

Two lectures and six hours laboratory and field work a week. Four semester hours credit. Lectures: Tuesday, Thursday, 12:00. Laboratory: Tuesday, Thursday, 1:45-4:45.
Laboratory fee, \$2.50.

MISS BARBER

21. Plant Taxonomy.

Prerequisite: Biology 12-13, 20, or a year of standard high school Biology or Botany. One lecture and six hours laboratory a week. Three semester hours credit. Lecture: Tuesday, 12:00. Laboratory and field studies: Tuesday, Thursday, 1:45-4:45.

A study of the external morphology, identification, classification, and distribution of plants in the vicinity.

Laboratory fee, \$2.50.

MISS BARBER

23. Bacteriology.

Required of sophomores majoring in Home Economics. Elective for others. Three semester hours credit. One lecture and four laboratory hours a week. Prerequisite: Biology 12 and Chemistry 10-11 or their equivalents. Lecture: Saturday, 12:00. Laboratory: (a), Tuesday, Thursday, 11:00-1:00; (b), Tuesday, Thursday, 2:45-4:45.

A general discussion of bacteria in all their relations, with special attention to the laboratory methods of studying bacteria, the preparation of culture media; principles of sterilization and disinfection; bacteriological examination of air, milk, water; and studies in fermentation, chiefly from the point of view of the householder.

Laboratory fee, \$2.50.

MISS BARKLEY

25. Elements of Cryptogamic Botany.

Prerequisite: Biology 12-13. Two lectures and six laboratory hours a week. Lectures: Thursday, Saturday, 9:30. Laboratory: Monday, Wednesday, Friday, 8:30-10:30. Four semester hours credit.

A study of the morphology and life history of types of algae, fungi, liverworts, mosses, and ferns.

Laboratory fee, \$2.50.

MISS BARBER

30-31. Physiology and Hygiene, Advanced.

Open to juniors and seniors. Tuesday, Thursday, Saturday, 11:00.

First semester. Physiology: The general structure and composition of the human body; the nervous system; digestive, circulatory, and respiratory systems; secretion and excretion; blood and lymph; reproduction.

Second semester. Hygiene: The course includes the subjects of exercise, bathing, clothing, etc.; contagion and infection; disinfection, and hygienic arrangement of the sick-room; community hygiene.

A course is given in "First Aid" as arranged by the American Red Cross. Those who pass the examination in this course will be given a certificate from the American Red Cross.

TEXT AND REFERENCE BOOKS: Kirk, *Handbook of Physiology*; Flint, *Human Body*; Martin, *Human Body*; Schaffer and Flint, *American Textbook of Physiology*; Gray, *Anatomy*.

DR. CARROLL

32. Invertebrate Zoölogy.

Prerequisite: Biology 12-13. Four semester hours credit. Lectures: Monday, Friday, 12:00. Laboratory: Wednesday, Friday, 1:45-4:45.

This course deals with the morphology, physiology, life history and economic importance of a series of invertebrate animal types.

Laboratory fee, \$2.50.

MISS BARKLEY

33. Comparative Anatomy of Vertebrates.

Prerequisite: Biology 12-13. Four semester hours credit. Hours same as for course 32.

The lectures deal with the morphology, physiology, and development of the various vertebrate organs and systems of organs. Various vertebrate types, including fish, amphibia, reptiles, birds, and mammals, will be dissected in the laboratory.

Laboratory fee, \$2.50.

MISS BARKLEY

40. Genetics.

Prerequisite: Biology 12-13 or its equivalent. Three hours a week. Three semester hours credit. Tuesday, Thursday, Saturday, 9:30.

The aim of this course is to familiarize the student with the principles of heredity and variation. Results of genetical investigations in progress in the departments of both Botany and Zoölogy will be presented.

MISS BARKLEY

61. Teaching of Biology.

Prerequisite: Biology 20, 32.

One lecture and four laboratory hours a week. Lecture: Saturday, 9:30. Laboratory, Tuesday, Thursday, 8:30-10:30.

Laboratory fee, \$2.50.

MISS BARKLEY

III. Chemistry

LULA GAINES WINSTON, *Professor*

MARY ELIZABETH YARBROUGH, *Assistant Professor*

Students majoring in Chemistry will be required to take Physics 30-31.

10-11. General Chemistry.

Required of freshmen majoring in Home Economics. Elective for others. Eight semester hours credit. Lectures: Sec. (a), Tuesday, Thursday, Saturday, 8:30; Sec. (b), Monday, Wednesday, Friday, 1:45. Laboratory: Sec. (a), Wednesday, Friday, 11:00-1:00; Sec. (b), Monday, Friday, 2:45-4:45.

This course includes a study of the occurrence, preparation, and properties of important metallic and nonmetallic elements and compounds. The historical development of the subject is traced, and the fundamental principles of Chemistry are discussed as far as possible. Special emphasis is laid upon the practical application of the science to daily life.

Laboratory fee, \$5.00.

Lectures: MISS WINSTON

Laboratory: MISS YARBROUGH

20-21. Organic Chemistry.

Prerequisite: Chemistry 10-11. Eight semester hours credit. Lectures: Tuesday, Thursday, Saturday, 12:00. Laboratory: (20) Monday, Wednesday, 11:00-1:00; (21) Tuesday, Thursday, 1:45-3:45.

The lectures are taken up with the study of the hydrocarbons and their derivatives. The laboratory periods for the first semester are given to exercises in qualitative analysis, while the remainder of the year is devoted to organic preparations.

Laboratory fee, \$5.

MISS WINSTON

*23. Household Chemistry.

Required of sophomores majoring in Home Economics. Prerequisite: Chemistry 20. Three semester hours credit. Lectures: Tuesday, Thursday, 9:30. Laboratory: Monday, Wednesday, 11:00-1:00.

*Not counted for a major in Chemistry.

This course is to introduce the application of chemistry to household affairs. The course includes the study of organic and inorganic compounds as related to the community and the home.

Laboratory fee, \$2.50.

MISS YARBROUGH

30, 31. Quantitative Analysis.

Elective. Prerequisite: Chemistry 20-21. One lecture and six hours of laboratory work a week. Six semester hours credit.

Laboratory: Tuesday, Thursday, 1:45-4:45.

The classroom work includes the discussion of the methods used in the laboratory, the theory of quantitative separations and chemical calculations. The laboratory work includes standard gravimetric and volumetric methods of analysis.

Laboratory fee, \$5.

MISS YARBROUGH

†[32, 33. Applied Chemistry.

Elective. Prerequisite: Chemistry 20-21. Tuesday, Thursday, Saturday, 8:30.]

This is an introduction to the study of the commercial methods of manufacturing chemical products, the sources of raw materials, and the equipment required.

First Semester—Applied Inorganic Chemistry.

Second Semester—Applied Organic Chemistry.]

34. Organic Chemistry—Carbocyclic Compounds.

Elective. Prerequisite: Chemistry 20-21. Three semester hours credit. Lecture: Monday, 9:30. Laboratory: Wednesday, Friday, 8:30-10:30.

This course is intended primarily for students preparing to study medicine. The laboratory periods are devoted to the preparation of the carbocyclic compounds, while the recitations are taken up with a theoretical study of these compounds.

Laboratory fee, \$2.50.

MISS WINSTON

40. Chemistry of Food and Nutrition.

Elective. Prerequisite: Chemistry 20-21. Three semester hours credit. Tuesday, Thursday, Saturday, 8:30.

†Not given 1932-1933.

This course includes a study of the chemistry and functions of foodstuffs; the amounts of food required in nutrition; and the composition and nutritive values of food materials.

TEXT: Sherman, *Chemistry of Food and Nutrition*, Third Edition.

MISS YARBROUGH

61. Methods of Teaching Chemistry.

Elective. Prerequisite: Chemistry 20-21. Two hours of lecture and recitation, and two hours of laboratory work a week for the second semester. Three semester hours credit. Lectures: Wednesday, Friday, 8:30.

The chief aim is to prepare students to teach Chemistry in the high schools.

MISS WINSTON

IV. Education

MALOY ALTON HUGGINS, *Professor*

LILLIAN PARKER WALLACE, *Assistant Professor*

ETHEL EVANGELINE ENGLISH, *Instructor*

All of the courses listed herein are designed primarily to prepare those who wish to teach in the public schools of the State. Courses marked (R) are Required of all students who expect to secure a certificate of any kind; those marked (H) of those desiring certificates to teach High School subjects, Public School Music, or Fine Arts; those marked (P) of those desiring to teach in Primary Grades 1-3; those marked (G) of those desiring to teach in Grammar Grades 4-7. Courses marked (E) may be taken to meet professional requirements for all certificates.

HIGH SCHOOL TEACHER'S CERTIFICATES

Those who expect to secure a Class A certificate, to teach in High School, must meet the requirements listed below. It is recommended that the subjects which are taught in high school be chosen for majors.

I. Subject-Matter Courses

A first and second major should be selected from the following fields (the number of semester hours required for a certificate is indicated in parentheses):

English (24), French (18), German (18), Latin (24), History and Social Science (24), Mathematics (15), Science (30). The fol-

lowing combinations are suggested: English-Latin, English-French, Latin-French, History-Mathematics, History-French, Science-Mathematics, English-History, or—

A single major should be selected from the following: Fine Arts (45); Public School Music (45), including six semester hours in Voice; Home Economics (53).

II. Professional Courses

Educational Psychology (3).

Principles of Teaching and Problems in Secondary Education (3).

Materials and Methods of Teaching the First and Second Majors (6).

Observation and Practice Teaching (3).

Six semester hours chosen from courses in Education or Psychology marked (E).

GRADE SCHOOL TEACHER'S CERTIFICATES

Those who expect to teach in the grades must, in addition to meeting the requirements for a degree or a Diploma in Art, meet the following specific requirements:

I. Subject-Matter Courses

English, including 6 hours of composition.....	12 semester hours
Children's Literature (Education 36).....	2 or 3 semester hours
American History and Citizenship (32, 33).....	6 semester hours
Geography (20 or 21).....	3 semester hours
Geology or Geography (20 or 21).....	3 semester hours
Drawing (Art Education 20, 21).....	4 semester hours
Industrial Arts (35).....	2 semester hours
Music 16.0-17.0; 20.6, 21.6; 32.6-33.6.....	3 or 4 semester hours
Physiology and Health Education (Course 30-31)	6 semester hours
Physical Education (Course 60-61).....	2 semester hours

II. Professional Courses

Educational Psychology	3 semester hours
Child Psychology	3 semester hours
School Organization and Classroom Procedures....	3 semester hours
Educational Measurements	3 semester hours
Primary or Grammar Grade Methods.....	6 semester hours

Observation and Directed Teaching.....	3 semester hours
One other course in Education or Psychology marked (E)	3 semester hours

To meet the Physical Education requirement of 2 semester hours, course 60-61 may be substituted for a year of physical education required of all candidates for a degree.

28. Introduction to Education. (E)

Elective for sophomores and juniors. First semester, Monday, Wednesday, Friday, 9:30.

An Orientation Course, dealing with the development of our school system, its organization and administration, its cost and support. Special attention will be given to developments within the past twenty-five years, with emphasis upon the contributions of psychology and sociology.

MR. HUGGINS

20. General Psychology. (E)

Identical with Psychology 20.

31. Educational Psychology. (R)

Prerequisite: General Psychology. Identical with Psychology 31.

32, *32. Secondary Education. Principles, Problems, and Practices. (H)

Elective for juniors and seniors. Prerequisite or parallel Psychology 31. Sociology is very desirable. Given each semester. First semester, Monday, Wednesday, Friday, 8:30. Second semester, Monday, Wednesday, Friday, 11:00.

The first part of this course will deal with fundamental principles involved in teaching, and in the organization and administration of the high school curriculum. During the second half of the semester the emphasis will be practical.

The North Carolina code and its operation, pupil accounting, classroom management, and tests and measurements will be considered as thoroughly as time will permit. Those who are applicants for a high school certificate must take this course.

MR. HUGGINS

34. Educational Measurements. (G) (E)

Required of those who expect to teach in the Grammar Grades. Recommended to those who plan to teach in the Primary Grades and High School and to those majoring in the Social Sciences. Tuesday, Thursday, Saturday, 9:30.

MR. HUGGINS

35. School Organization and Classroom Procedures.

(P) (G) (E)

Elective for juniors. Tuesday, Thursday, Saturday, 12:00.

MR. HUGGINS

36. Children's Literature. (P) (G)

Elective for juniors. Monday, Wednesday, Friday, 9:30.

An extensive study of children's literature; the principles underlying the selection and organization of literary material for the grades. Dramatization and story telling, and other factors including the activities of the children which influence oral and written speech.

MISS ENGLISH

38. Child Psychology. (P) (G)

Identical with Psychology 38.

39. History of Education. (E)

Elective for juniors and seniors. Prerequisite: History 10-11. Tuesday, Thursday, Saturday, 9:30.

MRS. WALLACE

41. Social and Abnormal Psychology. (E)

Identical with Psychology 41.

46, 47. Primary Methods and Curricular Problems. (P)

Credit 6 semester hours. Tuesday, Thursday, Saturday, 12:00.

This course deals with the methods of teaching reading, arithmetic, writing, spelling, and language in first, second, and third grades. Attention will be given to recent scientific investigations and will include a critical analysis of modern texts used in these grades.

MISS ENGLISH

48, 49. Grammar Grade Methods and Curricular Problems. (G)

Credit 6 semester hours. Monday, Wednesday, Friday, 12:00.

This course deals with the organization of the content of all the subjects taught in the intermediate and upper grades. Attention

will be given to the development of the aims and methods of teaching these subjects in the light of modern scientific investigation and to the working of projects and unit activities.

MISS ENGLISH

Departmental Courses (Materials and Methods)

60-61.

Description of these courses will be found under the several departments. Courses numbered 60-61, inclusive, count as Education, three hours of which are required for a high school certificate to teach in one field; six hours are required of those who wish a certificate to teach in two fields.

*Observation and Practice Teaching

At least 20 hours of observation and the teaching of 30 full class exercises will be required. Hours will be arranged to meet the schedule and convenience of the student and of the school in which the practice teaching will be done. Three semester hours credit.

- 70. Practice Teaching in Biology.
- 71. Practice Teaching in Primary Grades.
- 72. Practice Teaching in Grammar Grades.
- 73. Practice Teaching in Chemistry.
- 74. Practice Teaching in English.
- 75. Practice Teaching in French.
- 76. Practice Teaching in History.
- 78. Practice Teaching in Latin.
- 79. Practice Teaching in Mathematics.
- 80-81. Practice Teaching in Home Economics.
- 86-87. Practice Teaching in Art.
- 88-89. Practice Teaching in Public School Music.

*If all the requirements except observation and directed teaching have been met, the Class A certificate will be issued after the applicant has had one year of successful teaching experience.

V. English

JULIA HAMLET HARRIS, *Professor*

MARY LYNCH JOHNSON, *Associate Professor*

MARY JAMES SPRUILL, *Assistant Professor*

CAROLYN ARNOLD PEACOCK, *Instructor*

English 10-11 is a prerequisite for English 20-21; English 20-21 is a prerequisite for all other courses in English except English 38-39. English 38-39, and either English 32-33 or English 42-43 will be required of all students who take a major in English. Students who enter Meredith with advanced standing and who take a major in English will be expected to take the elective work required for a major in English.

10-11. English Composition.

Required of freshmen. Three hours a week. Sec. (a), Tuesday, Thursday, Saturday, 8:30; Sec. (b), Monday, Wednesday, Friday, 9:30; Sec. (c), Tuesday, Thursday, Saturday, 9:30; Sec. (d), Tuesday, Thursday, Saturday, 12:00; Sec. (e), Monday, Wednesday, Friday, 2:45.

Composition based on selected masterpieces of literature. Themes and conferences. STAFF

20-21. Outline History of English Literature.

Required of sophomores. Three hours a week. Sec. (a), Tuesday, Thursday, Saturday, 8:30; Sec. (b), Tuesday, Thursday, Saturday, 11:00; Sec. (c), Monday, Wednesday, Friday, 1:45; Sec. (d), Monday, Wednesday, Friday, 2:45.

A general survey of English literature through the eighteenth century.

MISS JOHNSON, MISS SPRUILL, MISS PEACOCK

32-33. Shakespeare.

Required of students taking a major in English. Tuesday, Thursday, Saturday, 8:30.

Detailed study of *Macbeth*, *Hamlet*, and *King Lear*. Rapid reading of other plays. Reports, papers, and conferences.

MISS HARRIS

32e. Shakespeare's Comedies.

Open to juniors and seniors who are not taking a major in English. Monday, Wednesday, Friday, 1:45.

MISS HARRIS

33e. Shakespeare's Tragedies.

Open to juniors and seniors who are not taking a major in English. Monday, Wednesday, Friday, 1:45.

MISS HARRIS

38-39. Old English.

Open to sophomores, juniors, and seniors. Required of students taking a major in English. Tuesday, Thursday, Saturday, 11:00.

A study of the language, with selected readings from Old English prose and poetry. A study of Middle English during half the second semester.

MISS JOHNSON

40. Milton.

Open to juniors and seniors. Monday, Wednesday, Friday, 11:00.

Detailed study of the poetry and of selections from the prose of Milton.

MISS HARRIS

41. Browning.

Open to juniors and seniors. Monday, Wednesday, Friday, 1:45.

A study of Browning, supplemented by selections from Tennyson and Arnold.

MISS JOHNSON

42-43. The Principles of Literary Criticism.

Open to seniors. Tuesday, Thursday, Saturday, 9:30.

A study of the most important theories of poetry and of the principles of literary criticism. Reading of examples of the various types of literature for the application of these principles. Reports and papers.

MISS HARRIS

†[44. Elizabethan Drama.

Open to juniors and seniors. Monday, Wednesday, Friday, 11:00.

A study of the principal Elizabethan dramatists, exclusive of Shakespeare.]

MISS HARRIS

†Not given in 1932-1933.

45. American Literature.

Open to juniors and seniors. Monday, Wednesday, Friday, 11:00.

A survey course. Rapid reading of many selections, and a detailed study of a few others. Especial emphasis on the nineteenth century. Lectures, reports, papers, and conferences. MISS HARRIS

46. Chaucer.

Open to juniors and seniors. Prerequisite: English 38-39. Monday, Wednesday, Friday, 1:45.

A study of the language and writings of Chaucer, with especial attention to the Canterbury Tales. MISS JOHNSON

*[47. English Romantic Poetry of the Nineteenth Century.

Open to juniors and seniors. Monday, Wednesday, Friday, 1:45.

A study of Wordsworth, Shelley, and Keats, supplemented by selections from Coleridge, Byron, and Scott.]

MISS JOHNSON

49. Eighteenth Century Prose.

Open to juniors and seniors. Monday, Wednesday, Friday, 8:30.

A study of eighteenth century prose, with emphasis on Johnson and his circle.

MISS SPRUILL

50-51. Beowulf.

Open to seniors. Prerequisite: English 38-39. Hour to be arranged.

MISS JOHNSON

60. The Teaching of English.

Open to seniors who are taking a major in English. Monday, Wednesday, Friday, 8:30.

A review of the subject matter and a study of the methods involved in teaching English in high school. Discussions, reports, papers, and conferences.

MISS SPRUILL

*Not given in 1932-1933.

VI. French

CATHERINE ALLEN, *Professor.*MARY LOUISE PORTER, *Associate Professor*ETHEL KATHRYN DAY, *Instructor*

4-5. Elementary French.

A course for those who do not offer French for entrance. Counts two units or six semester hours. Tuesday, Thursday, Saturday, 11:00.

Special lessons in phonetics and in verbs. Dictation, drill exercises, questionnaires, elementary readings, a minimum of translation, frequent reviews. Emphasis on geography and on French life and culture.

Smith and Roberts: *French Book One.*

MISS PORTER

6-7. Elementary French.

A continuation of French 4-5. Prerequisite: one unit of French. Counts two units or six semester hours. Monday, Wednesday, Friday, 8:30.

Fraser, Squair, Carnahan: *Brief French Grammar*, Pargment: *La France et les Francais*, Brieux: *Les Americains chez nous.*

MISS PORTER

10-11. First College year.

Prerequisite: two units of French. Secs. (a), (b), Monday, Wednesday, Friday, 9:30; Sec. (c), Tuesday, Thursday, Saturday, 12:00; Secs. (d), (e), Monday, Wednesday, Friday, 1:45.

Emphasis on pronunciation and on verbs. Dictation, drill exercises, classroom use of French wherever possible. The aim is to encourage appreciation of the language and of the civilization.

Nitze and Wilkins: *Handbook of Phonetics*; Barton and Sirich: *French Review Grammar and Composition*; Lavissee: *Histoire de France, Cours Moyen*; Hugo: *Hernani*. Collateral readings in standard histories and literatures.

20-21. French Drama of the Seventeenth Century.

Prerequisite: French 10-11. Tuesday, Thursday, Saturday, 9:30.

Phonetics, verbs, the use of the subjunctive. Resumes and reports, written and oral. Badaire: *Précis de Littérature Française*. Selected dramas of Corneille, Moliere, Racine.

MISS PORTER

30-31. French Poetry.

Prerequisite: French 20-21. Tuesday, Thursday, Saturday, 12:00.

The middle ages, the poetry of chivalry, the courtly lyric of the fourteenth and fifteenth centuries. The sixteenth century, court and religious poetry. The seventeenth century, reform in poetry, the lyric element in the work of the classic writers. The eighteenth century, the end of classicism. The nineteenth century, romantic poetry, Parnassian poetry, contemporary poetry.

MISS ALLEN

42-43. Development of the French Novel.

Prerequisite: French 30-31. Monday, Wednesday, Friday, 11:00.

Origin of prose fiction in the middle ages. General tendencies of seventeenth century fiction. The eighteenth century; the novel as a study of society. The historical novel of the nineteenth century. The tendency of contemporary fiction.

MISS ALLEN

44-45. Advanced Course in Conversation.

Two hours. Open to all electing an advanced course in French. Wednesday, Friday, 12:00.

MISS DAY

60. The Teaching of French.

For students majoring in French. Tuesday, Thursday, Saturday, 1:45.

Reports and discussion of methods. Consideration of modern language texts. Modern Language Journal read and discussed. Review of grammar.

MISS ALLEN

VII. German

CATHERINE ALLEN, *Professor*

4-5. Elementary German.

This course is intended to give students an opportunity to begin the study of German and to acquire a practical knowledge of the language. Counts two units or six semester hours. Tuesday, Thursday, Saturday, 11:00.

Grammar, prose composition, drill in phonetics, reading of short stories and plays by modern writers, conversation, dictation. Emphasis on German life, culture, and geography.

6-7. Elementary German.

Prerequisite: One year of German. Counts two units or six semester hours. Tuesday, Thursday, Saturday, 9:30.

Study of grammar continued. Reading, prose composition, and conversation. Themes in simple German are based upon texts read. Aim to encourage appreciation of the language and of the civilization.

10-11. German Literature.

This course presupposes a good knowledge of German grammar and the ability to understand simple German. Credit: Six semester hours. Wednesday, Friday, 9:30.

Introduction to German literature. Outline of the history of German literature. Reading of selected dramas and poems of Lessing, Schiller, and Goethe, with a study of their lives.

Grammar, composition, and conversation continued.

VIII. History

SAMUEL GAYLE RILEY, *Professor*

NETTIE SOUTHWORTH HERNDON, *Assistant Professor*

LILLIAN PARKER WALLACE, *Assistant Professor*

ALICE BARNWELL KEITH, *Assistant Professor*

History, 10 and 11 are prerequisites for all the courses in History. History 42 and History 43 are required for all students who take a major in History.

10. Mediæval European History.

For freshmen and sophomores. Sec. (a), Tuesday, Thursday, Saturday, 8:30; Sec. (b), Monday, Wednesday, Friday, 9:30; Sec. (c), Tuesday, Thursday, Saturday, 11:00; Sec. (d), Monday, Wednesday, Friday, 12:00.

The course is conducted by means of informal discussions, occasional hour examinations, and a final examination at the close of each semester.

Each student is required to keep a loose-leaf notebook and to do a large amount of collateral reading. STAFF

11. Modern European History, 1500-1815.

For freshmen and sophomores. Hours and methods same as course 10. STAFF

20, 21. English History.

Prerequisite: History 10 and History 11 or an equivalent. Three hours a week for a year. Monday, Wednesday, Friday, 8:30. MISS KEITH

22, 23. Ancient History.

Prerequisite: History 10-11, or an equivalent. Monday, Wednesday, Friday, 1:45.

This course aims to meet the needs of students of the classics, and of those preparing for high school teaching. MRS. WALLACE

26. Modern European History, 1815-1914.

Prerequisite: History 10 and History 11. Tuesday, Thursday, Saturday, 11:00. MRS. WALLACE

31. Recent European History.

Prerequisite: History 26 or an equivalent. Tuesday, Thursday, Saturday, 11:00. MRS. WALLACE

32, 33. American History.

Prerequisite: History 10 and History 11. A survey course designed to meet the needs of students who are preparing to teach in the grades. Tuesday, Thursday, Saturday, 12:00.

MISS KEITH

34. Political and Social History of the United States to 1789.

Prerequisite: History 10 and History 11. A survey of the political and social development of the Colonial and Revolutionary periods. Tuesday, Thursday, Saturday, 9:30.

MR. RILEY

35. Political and Social History of the United States, 1789-1865.

Prerequisite: History 10, History 11, and History 32, 33 or History 34. A continuation of History 34. Tuesday, Thursday, Saturday, 9:30.

MR. RILEY

42. Political and Social History of the United States since 1865.

Prerequisites: History 32, 33 or History 34 and History 35. This course is a continuation of courses 34 and 35. Sec. (a), Monday, Wednesday, Friday, 11:00; Sec. (b), Monday, Wednesday, Friday, 12:00. Required of students whose major is History.

MR. RILEY

43. Studies in the Social History of the United States, 1829-1861.

Prerequisite: History 32, 33 or History 34, 35. Hours same as course 42.

MR. RILEY

46. National Government of the United States.

Prerequisite: History 34, 35 or an equivalent. Monday, Wednesday, Friday, 1:45.

MISS KEITH

47. State and Local Government in the United States.

Prerequisite: History 34, 35 or an equivalent. Monday, Wednesday, Friday, 1:45.

MISS KEITH

60. Teaching of History.

For seniors majoring in History. Tuesday, Thursday, Saturday, 12:00.

(Also described as Education 56. Credit in Education.)

MRS. WALLACE

IX. Economics and Sociology

SAMUEL GAYLE RILEY, *Professor*

NETTIE SOUTHWORTH HERNDON, *Assistant Professor*

A course taken to satisfy a group requirement is not counted on the major, and course 10-11 is never so counted. Courses 20-21, 26 and 27, together with at least two of the courses numbered from 30 to 43, are required for the major.

10-11. Introduction to Economics.

For freshmen in Home Economics. Monday, Wednesday, Friday, 9:30.

A survey of American economic life. MISS HERNDON

20-21. Principles of Economics.

Open to sophomores, juniors, and seniors. Monday, Wednesday, Friday, 9:30. One section of this course will be given the first semester to satisfy the requirement for a certificate to teach History in high school. MR. RILEY

26. Modern Social Problems.

Not open to freshmen. Tuesday, Thursday, Saturday, 8:30. MISS HERNDON

27. Principles of Sociology.

Not open to freshmen. Tuesday, Thursday, Saturday, 8:30. MISS HERNDON

30. The Economics of Consumption.

Prerequisite: Economics 20-21. Monday, Wednesday, Friday, 11:00.

A study of individual, family, and national consumption.

MISS HERNDON

31. Labor Problems.

Prerequisite: Economics 20-21. Monday, Wednesday, Friday, 1:45.

A consideration of the problems of modern labor such as unemployment, industrial insurance, trade unionism, and the status of the laborer.

MISS HERNDON

32. Rural Problems.

Prerequisite: Sociology 26 or Sociology 27. Monday, Wednesday, Friday, 12:00.

A study of rural social conditions, with plans for improvement.

MISS HERNDON

40. Social Problems of the Family.

Prerequisite: Sociology 26 or Sociology 27. Tuesday, Thursday, Saturday, 11:00.

The historical development and contemporary problems of marriage and the family.

MISS HERNDON

41. Race Problems.

Prerequisite: Sociology 26 or Sociology 27. Tuesday, Thursday, Saturday, 11:00.

The history, causes, and effects of immigration; methods of assimilation. The negro problem.

MISS HERNDON

43. Social Case Work.

For seniors. Prerequisites: Sociology 26, Sociology 27, and Sociology 40. Monday, Wednesday, Friday, 12:00.

This course is intended for those desiring an insight into the methods of social treatment of unadjusted individuals and families.

MISS HERNDON

X. Home Economics

ELLEN DOZIER BREWER, *Professor*

JENNIE M. HANYEN, *Associate Professor*

Students majoring in Home Economics with a view to teaching it should include in their course, in addition to the general requirements for the degree, the following courses: In the freshman year, Textiles and Clothing 10; in the sophomore year, Bacteriology, Chemistry 20, Household Chemistry and Cookery 20-21; and in the junior and senior years, Physics, Physiology 30, Textiles 33 or 43. Art Education, Home Nursing and Child Care, Cookery 30, Dietetics, Household Management, House Planning and Furnishing, Methods of Teaching Home Economics, and nine hours of Education in addition to Psychology. These subjects, in addition to meeting the state requirements for an A certificate to teach Home Economics, will complete the two majors required by the college.

10-11. Textiles and Clothing.

Six semester hours credit. Lectures: Tuesday, Thursday, 9:30.

Laboratory: Sec. (a), Monday, 11:00-1:00; Wednesday, 2:45-4:45; Sec. (b), Wednesday, Friday, 11:00-1:00.

A course including the psychology of line and color in dress with emphasis upon clothing suitable for individual types and various occasions. It includes a study of the commercial pattern in the construction of simple outer and inner garments for self, the use and care of sewing machines, clothing budget, and textiles.

MISS HANYEN

15. Home Appreciation.

Elective for freshmen and sophomores in all courses. Tuesday, Thursday, Saturday, 9:30.

This course is intended primarily to help students in their adjustment to different kinds of group living. It includes a study of the modern family and its constituent parts, college relationships, responsibility for proper spending of the family income, the individual and family budget, the economics and ethical principles of dress, principles of food selection, and the use of a time schedule under varying conditions.

MISS BREWER

20-21. Cookery.

Required of sophomores majoring in Home Economics. Open to other sophomores, juniors, and seniors. Six semester hours credit. Lecture: Wednesday, 8:30. Laboratory: Sec. (a), Monday, 1:45-3:45; Friday, 1:45-4:45; Sec. (b), Tuesday, 1:45-3:45; Thursday, 1:45-4:45.

The aim of this course is to give a knowledge of the fundamental principles and processes involved in the preparation, preservation, and serving of foods. Some attention is given to menu-making and food costs, and opportunity is given the members of the class of serving well-balanced meals at a moderate cost.

MISS BREWER

30. Dietetics.

Prerequisites: Cookery 20-21 and Chemistry 20-21. Three semester hours credit. Lectures: Wednesday, Friday, 12:00. Laboratory: Monday, 11:00-1:00.

The aim of this course is to give a knowledge of the nutritive requirements of the individual throughout the various stages of life. Typical dietaries are prepared for persons of different ages and economic conditions.

MISS BREWER

31. Advanced Foods.

Prerequisite: Cookery 20-21. Three semester hours credit.
Lecture: Wednesday, 9:30. Laboratory: Wednesday, 1:45-4:45; Friday, 11:00-1:00.

This is a course in advanced cooking and meal serving. Food composition and combination are studied in connection with the planning, preparation, and serving of typical meals. Special attention is given to the economics of the food situation. Miss BREWER

33. Clothing, Advanced.

Prerequisite: Textiles and Clothing 10-11. Three semester hours credit. Lectures: Monday, Friday, 1:45. Laboratory: Monday, Friday, 2:45-4:45.

This course alternates with Clothing 43. It includes the adaptation of commercial and drafted patterns, renovation of fabrics, and the remodeling of garments. Foundation patterns for underwear and dresses are drafted to measure.

MISS HANYEN

34. Home Nursing, and Child Care and Training.

Two semester hours credit. Monday, Wednesday, 1:45.

Prevention of illness in the home, and home care of the sick, with first aid work in emergencies within the home. Right home environment, physical development and physical care of the child.

MISS HANYEN

36. Home Appreciation.

Elective for juniors and seniors in all courses. Tuesday, Thursday, Saturday, 11:00.

Subject-matter similar to that outlined under Home Appreciation 10. Method of approach and application differ to meet the needs of advanced students.

MISS BREWER

40. Household Management.

Three semester hours credit. Tuesday, Thursday, Saturday, 12:00.

The aim of this course is the application of scientific principles to the problems of the modern home-maker. The apportionment of time and of the income, the efficient organization of the household, and economic and social relationships of the family are discussed.

One month of practice housekeeping. This course is open to all juniors and seniors, but the practice housekeeping is required only of students majoring in Home Economics. MISS BREWER

41. House Planning and Furnishing.

Three semester hours credit. Tuesday, Thursday, Saturday, 12:00.

A study of the house plan from the standpoint of convenience and artistic effect. The selection of household furnishings and attractive arrangement of interiors. MISS BREWER

*[43. Advanced Clothing and Design.

Prerequisite: Textiles and Clothing 10-11. Three semester hours credit. Lectures: Monday, Friday, 1:45. Laboratory: Monday, Friday, 2:45-4:45.

This course includes the application of principles of design and color harmony in dress, with problems modeled on the form, the completion of the costume by designing and making of hats and accessories, the construction of children's clothing, and tailoring.]

MISS HANYEN

60-61. Methods of Teaching Home Economics.

Six semester hours credit. Tuesday, Thursday, Saturday, 8:30.

This is a study of the methods of teaching Home Economics in high schools, and includes observation, the making of lesson plans, and practice teaching.

MISS HANYEN.

XI. Latin

HELEN PRICE, *Professor*

HESTA KITCHIN, *Instructor*

All courses numbered above 19 count toward a Latin major. If Latin 8-9, or its equivalent, has been successfully completed in college, Latin 10, 11, with the approval of the head of the department, may be counted toward a major.

*Not given in 1932-1933.

- 6-7. Elementary Latin. Reading of simple Latin.
Open to students who offer less than two units of Latin for entrance. Credit two units or six semester hours. Monday, Wednesday, Friday, 12:00. MISS KITCHIN
- 8-9. Prose Authors and Vergil's *Æneid*.
Prerequisite: Two units of Latin for entrance or Latin 6-7. Monday, Wednesday, Friday, 1:45. MISS KITCHIN
10. Cicero, De Amicitia, and Catullus. Prose Composition.
Prerequisite: Four units of Latin for entrance or Latin 8-9. Tuesday, Thursday, Saturday, 9:30. MISS PRICE
11. Horace, Odes and Epodes.
Hours same as course 10.
- *[20. Cicero's Letters. Pliny's Letters.
Elective for sophomores and juniors. Thursday, Saturday, 8:30.]
- *[21. Latin Elegiac Poetry.
Elective for sophomores and juniors. Thursday, Saturday, 8:30.]
- *[22. Roman Private Life.
Elective for sophomores and juniors. No reading knowledge of Latin required. Tuesday, 8:30.]
- *[23. Roman Religion and Philosophy.
No reading knowledge of Latin required. Tuesday, 8:30.]
30. Latin Comedy.
Elective for sophomores and juniors. Tuesday, Thursday, Saturday, 8:30. MISS PRICE
31. Roman Satire.
Elective for sophomores and juniors. Thursday, Saturday, 8:30. MISS PRICE

*Not given in 1932-1933.

33. History of Latin Literature.

Elective for sophomores and juniors. No reading knowledge of Latin required. Tuesday, 8:30.

MISS PRICE

*[41. Vergil, Georgics and Eclogues, Æneid VII-XII.

Elective for seniors. Same hours as 60.]

42. Roman Historians.

Elective for juniors and seniors. Wednesday, Friday, 8:30.

MISS PRICE

43. Lucretius.

Elective for juniors and seniors. Wednesday, Friday, 8:30.

MISS PRICE

44, 45. Sight-Reading of Latin.

Prerequisite: Latin 10-11. Two hours recitation. One hour credit. Tuesday, Thursday, 1:45.

MISS PRICE

47. Advanced Latin Composition.

Prerequisite: Latin 60. One hour. Second semester. Hour to be arranged.

MISS PRICE

*[60. Teaching of Latin.

Elective for seniors. Monday, Wednesday, Friday, 12:00.]

XII. Greek

HELEN PRICE, *Professor*

20-21. Elementary Course.

Open to all students. Monday, Wednesday, Friday, 11:00.

30-31. Plato's Apology. Homer's Iliad.

Prerequisite: Greek 20-21. Monday, Wednesday, Friday, 2:45.

32. Greek Literature in Translation.

First semester. Monday, Wednesday, Friday, 12:00. Epic, lyric poetry, drama. Special attention to the relation of the arts.

*Not given in 1932-1933.

33. Greek Literature in Translation.

Second semester. Monday, Wednesday, Friday, 12:00. History, Philosophy, and Hellenistic Literature.

34-35. Greek Tragedy.

Three hours a week throughout the year. Open to those who have completed Greek 30-31.

XIII. Mathematics

ERNEST F. CANADAY, *Professor*

DORIS KATHERINE TILLERY, *Instructor*

Courses 10, 11, 60 do not count on a major.

10. College Algebra.

First semester. Sec. (a), Monday, Wednesday, Friday, 9:30; Sec. (b), Tuesday, Thursday, Saturday, 9:30; Sec. (c), Monday, Wednesday, Friday, 1:45.

STAFF

Second semester. Tuesday, Thursday, Saturday, 8:30.

TEXT: Hart.

11. Trigonometry.

First semester. Tuesday, Thursday, Saturday, 8:30.

Second semester. Sec. (a), Monday, Wednesday, Friday, 9:30; Sec. (b), Tuesday, Thursday, Saturday, 9:30; Sec. (c), Monday, Wednesday, Friday, 1:45.

TEXT: Curtiss and Moulton.

STAFF

13. Solid Geometry.

Thursday, Saturday, 12:00.

TEXT: Wentworth.

MISS TILLERY

15. Mathematical Principles of Accounting.

First semester. Tuesday, 12:00

MISS TILLERY

20-21. Plane and Solid Analytic Geometry.

Prerequisite: Course 11. Tuesday, Thursday, Saturday, 11:00.

TEXT: Siceloff-Wentworth-Smith.

MR. CANADAY

30-31. Differential and Integral Calculus.

Prerequisite: Course 20-21. Monday, Wednesday, Friday, 11:00.

TEXT: Granville.

MR. CANADAY

40. Theory of Equations.

Prerequisite: Course 20-21. Tuesday, Thursday, Saturday 8:30.

TEXT: Dickson.

MR. CANADAY

41. College Geometry.

Prerequisite: Course 20-21. Tuesday, Thursday, Saturday 8:30.

TEXT: Altshiller Court.

MR. CANADAY

60. Methods of Teaching Mathematics.

Prerequisite: Course 20-21. Counts as three hours Education.

Tuesday, Thursday, Saturday, 12:00.

Review of subject matter, study of methods involved in high school teaching, investigation of high school texts and materials, reading in mathematical history and current magazines.

MISS TILLERY

XIV. Physics, Astronomy, Geology, Geography

J. GREGORY BOOMHOUR, *Professor*ETHEL EVANGELINE ENGLISH, *Instructor*

PHYSICS

30-31. General Physics.

For juniors and seniors. Three hours a week. Three hours lecture and recitation and two hours laboratory. Lectures: Monday, Wednesday, Friday, 9:30. Laboratory: Monday 2:45-4:45.

This course includes a study of the elementary fundamental principles of Physics. The work consists of lectures, class demonstrations, occasional quizzes, and laboratory work based on mechanics, sound, light, heat, magnetism, and electricity. Special attention is given to the explanation of the phenomena of everyday life.

TEXTS: Millikan and Gale, *First Course in Physics*; Millikan, Gale, and Bishop, *Laboratory Guide*.

MR. BOOMHOUR

ASTRONOMY

36. General Astronomy.

For juniors and seniors. Three hours a week for the first semester. Tuesday, Thursday, Saturday, 1:45.

An introductory study of the facts and principles underlying the science of astronomy. Two hours a month are given to the observation and study of constellations.

TEXT: Todd, *New Astronomy*.

MR. BOOMHOUR

GEOLOGY

39. General Geology.

For juniors and seniors: Prerequisite: Chemistry and Biology. Three hours a week for the second semester. Tuesday, Thursday, Saturday, 1:45.

This course includes a study of the natural phenomena which affect the earth's structure and topography, and the varied changes that have taken place in plant and animal life. Two hours a month are given to field study of quarries and topography.

TEXT: Chamberlin and Salisbury, *Introductory Geology*.

MR. BOOMHOUR

GEOGRAPHY

20. Principles of Human Geography.

Open to sophomores and juniors. Monday, Wednesday, Friday, 1:45.

An introductory world wide survey of the distribution and characteristics of the elements of the natural environment with particular reference to the bearing of the natural environment on the economic life of man.

MISS ENGLISH

21. Geography of North America.

Open to sophomores and juniors. Monday, Wednesday, Friday, 1:45.

The continent is divided into natural regions, each of which is studied with regard to its physical features, resources, and economic activities.

MISS ENGLISH

XV. Psychology and Philosophy

FLORENCE MABIAN HOAGLAND, *Assistant Professor*

20, 20.* General Psychology.

Required for the A.B. Degree. Sec. (a), Tuesday, Thursday, Saturday 9:30; Sec. (b), Monday, Wednesday, Friday, 11:00; Sec. (c), Tuesday, Thursday, Saturday 11:00. (a), and (c) first semester only; (b) both semesters.

An introductory survey of the field of psychology. Lectures, discussions, readings, and demonstrations.

31*, 31. Educational Psychology.

Prerequisite: Psychology 20. Sec. (a), Monday, Wednesday, Friday, 9:30; Sec. (b), Tuesday Thursday, Saturday, 9:30; Sec. (c), Tuesday, Thursday, Saturday, 11:00. Sec. (a) first semester only. Secs. (b) and (c) second semester only.

An attempt is made to give the student a knowledge of psychological factors in their educational aspects.

38. Child Psychology.

Open to juniors and seniors. Prerequisite: Psychology 20. Monday, Wednesday, Friday, 12:00.

Primarily for prospective teachers. The physical and mental growth of the child traced through the adolescent years.

41. Social and Abnormal Psychology.

Open to juniors and seniors. Prerequisite: Psychology 30. Monday, Wednesday, Friday, 12:00.

A study of mental disorders and exaggerated psychical processes for the purpose of acquainting the student with the problems of human adjustment.

†[44. History of Ancient and Mediæval Philosophy.

Open to juniors and seniors. Monday, Wednesday, Friday, 9:30.

Special emphasis on Plato and Aristotle.]

†Not given in 1932-1933.

†[45. History of Modern Philosophy.

Open to juniors and seniors. Monday, Wednesday, Friday, 9:30.

Readings from Bacon, Hobbes, Descartes, Spinoza, Locke, Berkeley, Hume, Kant, Hegel, and Schopenhauer.]

XVI. Religion

LEMUEL ELMER McMILLAN FREEMAN, *Professor*

ISAAC MORTON MERCER, *Assistant Professor*

Each student is required to take during her sophomore or junior year three semester hours of Religion from the following: Religion 20, 21, and three from 20, 21, 10, 35, 37, 42, 43, 44, 45.

A student who is to count Religion for a first major must elect at least eighteen semester hours, as follows: Nine semesters from Religion 20, 21, 37, 40, 41, 42, 43, 44, 45. The remaining courses may be elected with the approval of the head of the department from other courses. Those who are planning to attend the Training School or Seminary are to take most of the last six or twelve hours in courses 30 to 35 and 40 to 45.

A student who is to count Religion as a second major will elect three hours from Religion 20, 21, three hours from 30, 31, 32, 33, and three or more hours from other courses.

10. The Principles of Church Efficiency.

Open to freshmen and sophomores. Tuesday, Thursday, Saturday, 9:30.

After a brief survey of American Baptist history and distinguishing Baptist principles, attention is directed to methods of promoting the efficiency of local churches.

The various forms of activity in the local church are studied. Attention is given to the organization and work of the W. M. U., the B. Y. P. U., the Daily Vacation Bible School, and the Sunday School. Religious surveys, methods of enlistment, evangelism, and the social side of church life are investigated.

MR. MERCER

12, 13. Missions.

Open to freshmen and sophomores. Monday, Wednesday, Friday, 2:45.

†Not given 1932-1933.

In this course the Biblical ground for missions, the history of missions, and the various forms of Southern Baptist mission work carried on at home and abroad are studied.

MR. MERCER

20. Old Testament History.

Open to sophomores and juniors. Students who offer this as prescribed work are required to complete this course by the end of the junior year. Sec. (a), Monday, Wednesday, Friday, 9:30; Sec. (b), Tuesday, Thursday, Saturday, 11:00.

This course gives a brief survey of Old Testament History. It aims to give a knowledge of the history of the Hebrews, the religious and moral ideals of their great leaders, to discover Israel's contribution to human progress, and to prepare the student to appreciate the various forms of Old Testament literature.

TEXTS: *American Standard Version of the Bible*. Smyth, *How We Got Our Bible*.

MR. FREEMAN AND MR. MERCER

21. New Testament History.

Open to sophomores and juniors. Students who offer this as prescribed work are required to complete this course by the end of the junior year. Sec. (a), Monday, Wednesday, Friday, 9:30; Sec. (b), Monday, Wednesday, Friday, 11:00.

The Life of Christ and the History of the Apostolic Age are studied.

TEXTS: Stevens and Burton, *A Harmony of the Gospels*; Burton, *Records and Letters of the Apostolic Age*.

MR. FREEMAN AND MR. MERCER

24, 25. Religious Education.

Tuesday, Thursday, Saturday, 11:00.

Various phases of Sunday school work are considered, among them being organization, management, aims, problems, pupil characteristics, and teaching methods. The latter part of the course involves lesson construction and observation in some of the city schools.

MR. FREEMAN

*[30. Old Testament Interpretation.

Prerequisite: Religion 21. Monday, Wednesday, Friday, 1:45. Selections from the prophetic writings are used in the course.]

*Not given in 1932-1933.

*[31. New Testament Interpretation.

Prerequisite: Religion 21.]

32. Old Testament Interpretation.

Prerequisite: Religion 21. Monday, Wednesday, Friday, 1:45.

Selections from the poetical writings of the Old Testament are used in this course. Considerable time is spent on the Book of Job.

MR. FREEMAN

*[33. New Testament Interpretation.

Prerequisite: Religion 23. Monday, Wednesday, Friday, 1:45.]

35. Christian Doctrines.

Tuesday, Thursday, Saturday, 9:30.

MR. MERCER

37. Biblical Literature.

Open to sophomores, juniors, and seniors. Monday, Wednesday, Friday, 1:45.

Representative selections from both the Old and the New Testament are studied as literature. Attention is given to the circumstances under which the various kinds of literature were produced. Emphasis is placed on reading the Bible for understanding and appreciation.

MR. FREEMAN

40. Pre-Reformation Church History.

Monday, Wednesday, Friday, 12:00.

This course covers the history of Christianity from the close of the Apostolic Age to the time of the Reformation. After a survey of the field covered by the course, attention is given to the influence of outstanding persons and the growth of ecclesiastical institutions. Lectures, parallel reading, and class discussion.

MR. FREEMAN

41. Church History from the Beginning of the Reformation to the Present.

Monday, Wednesday, Friday, 12:00.

The influences leading to the Reformation and its religious, political, moral, and intellectual results are considered. Religious devel-

*Not given in 1932-1933.

opment from the Reformation to the present is traced, special attention being given to the rise of the principal denominations and the influence of representative leaders.

MR. FREEMAN

42. Theism.

Open to juniors and seniors. Tuesday, Thursday, Saturday, 9:30.

The various arguments for the existence of God are considered, and an effort is made to understand philosophically the relation between God and the world. Lectures, parallel reading, and class discussion.

MR. FREEMAN

43. Comparative Religion.

Open to juniors and seniors. Tuesday, Thursday, Saturday, 9:30.

The most important religions of the past and present are studied with a view to understanding their principal teachings and influence.

MR. FREEMAN

*[44. Christian Ethics.

Open to juniors and seniors. Monday, Wednesday, Friday, 12:00.

The moral principles of Christianity are studied with reference to present-day social problems.]

MR. FREEMAN

*[45. Present-day Religious Problems.

Open to juniors and seniors. Monday, Wednesday, Friday, 12:00.

Several of the most important tendencies of religion are studied. Opportunity is given for considerable reading.]

MR. FREEMAN

XVII. Physical Education

GERTRUDE ROYSTER SORRELL, *Director*

All students when entering college are given a physical examination by the resident physician and physical director. If this should show reason why a student should not take the regular work, then special exercises adapted to her needs will be prescribed for her. A special examination is required before a student is entered for the heavy field sports.

*Not given in 1932-1933.

A new uniform, at moderate price, has been adopted, and students are advised to wait until they arrive at college before they provide themselves with an outfit. The suit selected by the department is economical and is the standard uniform.

On the college grounds are courts for tennis, basketball, volleyball, hockey, and archery.

All resident students are required to take two hours a week of physical education. Seniors who have passing grades for six semester hours are allowed optional attendance. As far as possible students are organized in classes, according to the number of years they have had the work.

Students are credited in the physical and field work on the basis of faithfulness, punctuality, and effort.

At the close of the interclass basketball and hockey games, letters are awarded to the best players. A handsome silver loving cup is also offered yearly to the team winning in an interclass basketball contest. To the champion of the interclass tennis tournament letters are awarded.

The athletics committee of the faculty, with the physical director, has control of all field sports.

60-61. Methods and Materials for Teaching Physical Education.

Elective for a limited number of juniors and seniors. Two semester hours credit will be allowed by the State Department for those who apply for a Primary Certificate or a Grammar Grade Certificate.

This course includes story plays, singing games, rhythmic plays, schoolroom and playground games, educational and corrective gymnastics, and folk dances. Instruction is given in outdoor sports, hockey, basketball, tennis, track, and archery. A notebook is required. This course may be substituted for the required work in Physical Education.

Department of Music

ISAAC LUCIUS BATTIN, *Professor*

MAY CRAWFORD, *Associate Professor*

CHARLOTTE ELIZABETH ARMSTRONG, *Associate Professor*

ETHEL M. ROWLAND, *Associate Professor*

*MARTHA GALT, *Assistant Professor*

AILEEN McMILLAN, *Acting Assistant Professor*

VIRGINIA BRANCH, *Instructor*

ALVERDA ROSEL, *Instructor*

WILLIAM ARTHUR POTTER, *Lecturer*

MARGARET HIGHSMITH BROWN, *Lecturer*

The courses in the Department of Music fall into four principal groups, namely: courses in history and appreciation designed primarily as cultural courses for students not specializing in music, courses in teaching methods designed to prepare for work as a teacher of music [in the public schools, or as a private teacher], courses in theory and composition designed to furnish a solid background for the understanding and interpretation of the greatest music as well as to develop to the fullest the creative ability of the individual, and courses in singing and playing leading to artistic performance. The importance of supplementing a musical education by a liberal cultural education is now more than ever before realized. While it is true that there are those who have attained to success in music with little or no cultural background, they are the exceptions, and most eminent musicians have been persons of liberal education, for the understanding and appreciation of music are governed to a large extent by the understanding and appreciation of life. For this reason the literary requirements for entrance and graduation with the major in music are considered very essential and made an important part of the total requirements for a degree.

*On leave of absence 1931-32

Admission to Classes

A. *Literary Requirements.*

For admission to the freshman class a candidate must offer fifteen units of the entrance requirements for the A.B. degree. For a detailed description of these courses see pages 23-27. A unit represents four one-hour recitations or five forty-five-minute recitations a week throughout a secondary school year, and is estimated to be equivalent to one-fourth of the work in one year in the high school.

Every candidate for a degree must offer :

English	4 units
French	}
or	
German	
*Electives	9 units
<hr/>	
Total	15 units

B. *Musical and Technical Requirements.*

Students are graded in music according to the quality as well as the quantity of work done, and therefore on entering are classified only tentatively until the value of their entrance music can be determined. Students are assigned to teachers according to their needs and abilities, and resident students may study only with teachers engaged by the college.

1. *For admission with the major in piano* a student should be able to play :

(a) All scales and arpeggios, major and minor, through four octaves, parallel motion, at a moderate tempo.

(b) Several studies of the difficulty of: Duvernoy Op. 120, Bertini Op. 100, Czerny Op. 636, Jensen "25 Piano Studies," Heller Op. 46, Gurlitt Op. 54.

*Any required or elective subjects allowed for entrance to the A.B. course may be offered (see page 23); also a half-unit or a unit in the Theory of Music will be accepted, according to the amount of time given to the work.

(c) A sonata of the difficulty of Mozart "Sonata in C major," Haydn "Sonata in C major," Beethoven Sonatas Op. 49, Nos. 1 and 2.

(d) Lighter pieces of the difficulty of Tschaikowsky "Song of the Lark," Schuytte "Witches' Revel," Schubert "Scherzo in B flat," Merkel "Butterfly."

2. *For admission with the major in organ* a student should be able to play one or more of the Eight Short Preludes and Fugues of Bach as well as lighter pieces by Dubois, Guilmant, Smart, and other composers. A few talented students who have never studied organ, but who are well prepared in piano, may be admitted without previous study of the organ, at the discretion of the instructor.

3. *For admission with the major in voice* a student should possess a good natural voice and a correct musical ear. Some knowledge of the piano will be found helpful and will reduce the time to be devoted to piano as a secondary subject. In general, applicants for admission with the major in voice will be expected to sing several songs, for at least one of which they should play their own accompaniment.

4. *For admission with the major in violin* a student should have theoretical and practical knowledge of all positions and all bowings, and should be able to play all major and minor scales through two octaves, at moderate tempo. In addition etudes of the difficulty of Laoureux Book II, Mazas Op. 36, Kayser Op. 20; pieces by Bohm, Danccla, Beriot, Raff, and other composers; and a movement from a sonata or simple concerto should be offered. Some knowledge of the piano will be found helpful and will lessen the time to be devoted to piano as a secondary subject.

5. *For admission with the major in violoncello* a student should have studied the first two volumes of Dotzauer's "Violoncello Method" or "Pottier's "Violoncello Method," Tabbs' "Position Studies" and Bast's "Book of Scales and Arpeggios"; and

should offer several pieces by Schmidt, Blair, Popper, Goltermann or other recognized composers. A few talented students who have a good musical foundation in piano or violin, but who have not studied violoncello, may be admitted at the discretion of the instructor.

6. *For admission with the major in public school music* a student should give evidence of having taken enough work in piano or voice, or both, to be able to complete in four years the requirements for the degree with the major in public school music.

7. *For admission with the major in composition* a student should possess a sensitive musical ear and should present enough original work to satisfy the instructor that she can pursue the course with profit.

Conditioned Students

Freshmen must offer fifteen units and are not allowed any conditions in literary subjects. Freshmen must remove all conditions in practical music by the end of the first semester.

Sophomores may have conditions not exceeding three hours, but only a slight condition in practical music will be allowed. Sophomores must remove all conditions in practical music by the end of the first semester.

Juniors and seniors may be conditioned to the extent of three hours in their theoretical and literary work, but no student will be rated as a junior or senior if conditioned in her major subject.

Irregular Students

Those who cannot meet the entrance requirements in practical music, but who offer fifteen entrance units, including three in English and two in French or German, may be classed as irregular students in music.

Requirements for Graduation

To be entitled to a degree of Bachelor of Science in Piano, Organ, Violin, Violoncello, Composition, Voice, or Public School Music as major, the student in addition to the fifteen units offered for entrance must have satisfactorily completed the course as outlined on pages 84-89 of the catalogue, and with the major in Piano, Organ, Violin, Violoncello, or Voice must have given a public recital of standard works from memory in a creditable and artistic manner. Graduates in Violin, Violoncello, Composition, Voice, and Public School Music must have completed sufficient work in piano to be able to play simple accompaniments at sight. Graduates in Composition must have had a program of their works performed at the college in lieu of a graduation recital.

In Piano, Organ, Violin, or Violoncello the requirements are forty-eight semester hours of literary work, thirty-six semester hours of theoretical work, and thirty-eight semester hours of practical music. In Composition the requirements are the same except that a student may substitute not more than eight semester hours of additional theoretical work for the same amount of work in practical music, at the discretion of her major professor.

In Voice the requirements are forty-eight semester hours of literary work, twenty-six semester hours of theoretical work, thirty-eight semester hours of practical music, and ten semester hours of either literary or theoretical courses as outlined on pages 86-87.

In Public School Music the requirements are forty-eight semester hours of literary work, sixty-six hours of theoretical and practical music, and eight semester hours chosen from either group as outlined on pages 84-85.

A student counting theoretical music as a major toward the B.S. degree must complete, Solfeggio 16.0-17.0, Harmony 10.0-11.0, Music History 20.1-21.1 and enough other theoretical work to total not less than 12 hours. A student counting Practical

music as a major toward the B.S. degree will be expected to accompany this work by such theoretical courses as the head of the department may deem advisable.

Each student is required to take approximately forty-five hours of work a week, and no student may take more than forty-eight hours of work a week except by action of the committee on prescribed and extra work.

During the regular examination week at the end of each semester all students majoring in the department take an examination before the college music teachers, and are graded accordingly.

Equipment

Four grand pianos, forty upright pianos, a large three-manual organ, a two-manual and pedal reed organ, a pedal piano, and numerous orchestral instruments furnish thorough equipment for efficient teaching.

Students' Recitals

Students' recitals are held once a week, at which time all music students are required to be present, and in which they are required to take part when requested to do so by their teachers.

Freshmen and sophomores majoring in piano, organ, voice, violin, or violoncello will appear in recital at least once each semester, except that freshmen may be excused the first semester. Juniors will be heard at least twice each semester, and seniors at the discretion of their major professors. Students may give individual recitals at the discretion of their major professors, after securing the sanction of the head of the department.

Concerts

One of the most important parts of a musical education, as well as one of the best sources of inspiration for hard work, is the hearing of concerts by eminent artists. The college appropriates a substantial fund to bring musicians as well as lecturers

to the campus, and many opportunities are thereby afforded for hearing the best music well performed. In addition the Raleigh Civic Music Association and other organizations frequently bring artists to Raleigh for recitals, which music students can usually arrange to attend. Besides which there are in Raleigh many excellent musical organizations that in their programs give opportunity to hear the finest choral and instrumental works. Members of the faculty of the Department of Music too are very active as recitalists, and the Faculty Concerts* given on Sunday afternoons throughout the college year include works from all schools of composition, and for organ, piano, violin, violoncello, voice, and combinations of these instruments, and are a very important part of the life of the college.

Supplies

The college maintains a supply store at which students may purchase the music and supplies needed in their studies, thus avoiding any delay in getting them. The college does not grant students credit, but those who wish the convenience of a charge account may deposit any desired sum of money with the store with the understanding that that which is not used up by the purchase of supplies will be returned at the end of the year.

*Programs of these concerts may be obtained upon application to the Professor of Music.

Outline of Course Leading to Degree of Bachelor of Science
With the Major in Piano, Organ, Violin,
Violoncello, or Composition

FRESHMAN YEAR

Subjects	Semester Hours	Total Per Week
*English 10-11	6	9
*†French or German 10-11.....	6	9
*History 16-17	6	9
*Elementary Harmony 10.0-11.0.....	4	6
Solfeggio 16.0-17.0.....	2	3
Practice 10.5-11.5, 12.5-13.5, 14.5-15.5, or 16.5-17.5..	8	12
	—	—
Total hours.....	32	48

SOPHOMORE YEAR

*English 20-21	6	9
*†Religion 20-21 or 22-23.....	6	9
*Advanced Harmony 20.0-21.0.....	4	6
Solfeggio 26.0-27.0.....	2	3
*Music History 20.1-21.1.....	4	6
Practice 20.5-21.5, 22.5-23.5, 24.5-25.5, 26.5-27.5.....	8	12
	—	—
Total hours	30	45

*Each hour of recitation is supposed to require two hours of preparation.

†French or German must be continued in college two years unless French 10-11 or German 10-11 is completed during the freshman year.

JUNIOR YEAR

Subjects	Semester Hours	Total Hours Per Week
*¶Literary Elective	6	9
Advanced Counterpoint 30.0-31.0.....	4	6
Solfeggio 36.0-37.0	2	3
**Pedagogy 34.6-35.6 or 36.6-37.6.....	4	6
†Musical Electives	4	6
§Practice 30.5-31.5, 32.5-33.5, 34.5-35.5, or 36.5-37.5..	10	15
	—	—
Total hours.....	30	45

SENIOR YEAR

*¶Literary Electives	12	18
§Musical Electives	6	9
‡Practice 40.5-41.5, 42.5-43.5, 44.5-45.5, or 46.5-47.5..	12	18
	—	—
Total hours.....	30	45

*Each hour of recitation is supposed to require two hours of preparation.

**Students majoring in Composition may substitute other theoretical courses for Pedagogy.

†Courses which may be elected in the junior year are Teaching Methods, 20.6-21.6, 30.6-31.6, 32.6-33.6. Ensemble, 30.3-31.3, or 34.3-35.3. Music History, 40.1 or 41.1 (by special consent of the instructor). Chamber Music 40.3-41.3 (by special consent of the instructor).

‡Students majoring in Composition must take Advanced Composition, 40.0-41.0, and may substitute eight hours, or any desired number less, of Composition seminar work for practical music.

§Courses which may be elected in the senior year are Advanced Composition, 40.0-41.0; Advanced Solfeggio, 46.0-47.0; Music History, 40.1; Interpretation, 41.1; Esthetics, 42.1; The Symphony, 43.1; Chamber Music, 40.3-41.3; Composition Seminar, 48.0-49.0; History Seminar, 48.1-49.1.

¶Electives may be chosen from any required or elective subject in any department. Those expecting to teach are advised to elect Education. Music students electing a subject from the Music department as a second major may substitute four semester hours of Music History for A.B. electives.

Outline of Course Leading to Degree of Bachelor of Science With the Major in Voice

FRESHMAN YEAR

Subjects	Semester Hours	Total Per Week
*English 10-11	6	9
*†Language 10-11	6	9
*History 16-17	6	9
*Elementary Harmony 10.0-11.0.....	4	6
Solfeggio 16.0-17.0.....	2	3
Practice 18.5-19.5 and 10.5-11.5.....	8	12
Total hours.....	32	48

SOPHOMORE YEAR

*English 20-21	6	9
†Religion 20-21 or 22-23.....	6	9
*Advanced Harmony 20.0-21.0.....	4	6
Solfeggio 26.0-27.0	2	3
†*Music History 20.1-21.1.....	4	6
Practice 28.5-29.5 and 20.5-21.5 (or 10.5-11.5).....	8	12
Total hours.....	30	45

*Each hour of recitation is supposed to require two hours of preparation.

†French or German must be continued two years in college, unless French 10-11 or German 10-11 is completed during the freshman year.

†Students able to take 16 hours a semester may leave Music History until their junior year and take a language their sophomore year. A few students may be allowed to postpone taking Religion until their junior year in order to take a language their sophomore year.

JUNIOR YEAR

Subjects	Semester Hours	Total Per Week
*‡Literary Elective	6	9
*Advanced Counterpoint 30.0-31.0.....	4	6
Solfeggio 36.0-37.0	2	3
*§Theoretical or Literary Electives.....	8	12
Practice 38.5-39.5, and 20.5-21.5 (if the piano requirements are not yet completed).....	10	15
	—	—
Total hours	30	45

SENIOR YEAR

*‡Literary Electives	12	18
*§Theoretical or Literary Electives.....	6	9
Practice 48.5-49.5 (and piano if so advised by the major professor).....	12	18
	—	—
Total hours.....	30	45

*Each hour of recitation is supposed to require two hours of preparation.

‡Electives may be chosen from any required or elective subject in any department. Those expecting to teach are advised to elect Education. Music students electing a subject from the Music department as a second major may substitute four semester hours of Music History for A.B. electives.

§Four hours of theoretical electives must be taken either during the junior or senior year in order to complete the degree requirements of 26 theoretical hours. For theoretical electives available see the outline of the course with the major in piano, organ, violin, violoncello, or composition.

Outline of Course Leading to Degree of Bachelor of Science With the Major in Public School Music

FRESHMAN YEAR

Subjects	Semester Hours	Total Per Week
*English 10-11	6	9
*†Language 10-11	6	9
*History 16-17	6	9
*Elementary Harmony 10.0-11.0.....	4	6
Solfeggio 16.0-17.0	2	3
‡Practice 10:5-11.5	8	12
	—	—
Total hours.....	32	48

SOPHOMORE YEAR

*English 20-21	6	9
*Religion 20-21 or 22-23.....	6	9
*Advanced Harmony 20.0-21.0.....	4	6
Solfeggio 26.0-27.0	2	3
Grade School Methods 20.6-21.6.....	4	6
‡Practice 20.5-21.5 and/or 18.5-19.5.....	8	12
	—	—
Total hours.....	30	45

*Each hour of recitation is supposed to require two hours of preparation.

†French or German must be continued in college two years, unless French 10-11 or German 10-11 is completed during the freshman year.

‡Students in Public School Music are required to complete Secondary Piano and at least six hours of Voice. Those completing their Voice and Piano requirements before the junior or senior year may elect any other courses in practical music upon the advice of their major professor.

JUNIOR YEAR

Subjects	Semester Hours	Total Per Week
*Literary Elective	6	9
*Psychology 20, Psychology 31.....	6	9
*Advanced Counterpoint 30.0-31.0.....	4	6
Solfeggio 36.0-37.0	2	3
*History of Music 20.1-21.1.....	4	6
High School Methods 30.6-31.6.....	2	3
§Teaching Music Appreciation 32.6-33.6 or Prac- tice Teaching 46.8-47.8.....	2	3
‡Practice 18.5-19.5 and/or 20.5-21.5, or 28.5-29.5.....	4	6
	—	—
Total hours.....	30	45

SENIOR YEAR

*Education 32, Elective.....	6	9
*Pedagogy 34.6-35.6 or 36.6-37.6.....	4	6
The School Chorus and Orchestra 40.6-41.6.....	6	9
Practice Teaching 48.6-49.6.....	4	6
*§Electives	8	12
‡Practice 28.5-29.5 and/or 20.5-21.5.....	2	3
	—	—
Total hours.....	30	45

*Each hour of recitation is supposed to require two hours of preparation.

‡Students in Public School Music are required to complete Secondary Piano and at least six hours of Voice. Those completing their Voice and Piano requirements before the junior or senior year may elect any other courses in practical music upon the advice of their major professor.

§If practice teaching is elected in the junior year then the Teaching of Music Appreciation 32.6-33.6 must be taken during the senior year. Otherwise the elective courses of the senior year may be chosen either from literary, theoretical, or practical courses at the advice of the major professor. For the theoretical courses which may be elected see the curriculum for the course with the major in piano, organ, violoncello, or composition.

Courses in Music

A. Theoretical Courses

10.0-11.0. Theory, Elementary Harmony.

Required of freshmen majoring in music. Credit: two hours each semester. Wednesday, Friday, 12:00. Group conferences to be arranged.

A course beginning with the definition of intervals, chord formation, etc., and leading the student through the use of all triads and their inversions, the dominant seventh and its inversions, and touching upon the secondary seventh chords and other discords. The work includes the harmonization of both figured and unfigured basses and melodies. A number of the class periods are given over to free composition, in which the student is encouraged to experiment and the rules of harmony are made subservient to the parent and all inclusive rules of good taste. At all times the student is encouraged to think contrapuntally. [The class meets twice a week for lectures and recitation and in addition each student is required to meet the instructor once a week in conference with one or two other students, when individual work is discussed and instruction is given in keyboard harmony.]

TEXTS: Mansfield, *The Students' Harmony*; Wedge, *Keyboard Harmony* (for piano majors); Heacox, *Keyboard Harmony* (for all other students).

MR. BATTIN and STAFF

16.0-17.0. Solfeggio and Musicianship.

Required of freshmen majoring in music. Credit: one hour each semester. Tuesday, Thursday, Saturday, 8:30.

A study of all phases of music through sight-singing and dictation, beginning with very easy exercises and proceeding gradually to those involving complex rhythms and careful interpretation. The principal text is Dannhauser and Lemoine, *Solfège des Solfèges*; Wüllner, *Sight-singing Exercises*; Greenwood, *Two-Part Exercises*; Bertolotti, *Fifty Two-Voice Solfeggi*, being used for supplementary material. Dictation is given from Schwartz, *1822 Exercises du Précis de Dietée Musicale*, Alchin, *Tone Thinking and Ear Testing*, and Robinson, *Aural Harmony*. The work is given as a laboratory course meeting three times a week for one hour and requiring no preparation.

Book fee: \$1.00 upon first registration.

MISS ROSEL

20.0-21.0. Advanced Harmony and Elementary Counterpoint.

Prerequisite: Harmony 10.0-11.0. Required of sophomores majoring in music. Credit: two hours each semester. Tuesday, Thursday, 11:00. One conference each week.

A continuation of Harmony 10.0-11.0. Chords of the ninth, eleventh, and thirteenth. Passing notes, bye tones, and auxiliary notes. Suspensions, pedal points, harmony in more than four parts. An introduction to strict counterpoint as the use of the simplest materials of musical composition and a training for free part writing. Advanced keyboard harmony. Original composition as in Harmony 10.0-11.0.

TEXTS: The same as for Harmony 10.0-11.0 with the addition of Prout, *The Students' Counterpoint*. MR. BATTIN

26.0-27.0. Solfeggio and Musicianship.

Prerequisite: Solfeggio 16.0-17.0. Required of sophomores in music. Credit: one hour each semester. Monday, Wednesday, Friday, 11:00.

A continuation of Solfeggio 16.0-17.0, using the same methods and texts. The work is more advanced and includes a study of the 1st, 3d, and 4th lined C clefs as well as the G and F clefs studied in Solfeggio 16.0-17.0. MISS ROSEL

20.1-21.1. The History of Music.

Prerequisite: English 10-11 and History 16-17. Required of students majoring in music. Credit: two hours each semester. Tuesday, Thursday, 8:30.

First Semester: A detailed study of the history of music from primitive times to the end of the sixteenth century.

Second Semester: Continued study from the beginning of the seventeenth century to the present, with a critical analysis of instrumental and vocal masterpieces of all periods.

TEXT: Pratt, *History of Music*.

MISS ARMSTRONG

20.6. Materials and Methods of Teaching Music in the Kindergarten and Lower Grades.

Required of sophomores in Public School Music. Credit: two hours. The first semester, Tuesday, Thursday, 1:45.

A study of the various texts in use in the kindergarten and first four grades, the use of songs and dances, rhythmic studies for chil-

dren. Planning the work in the classroom and for the year; methods of interesting children in music and problems of classroom management. The project method of teaching, and the relation of music to other subjects.

MRS. BROWN

21.6. Materials and Methods of Teaching Music in the Higher Grades.

Required of sophomores in Public School Music. Credit: two hours. The second semester, Tuesday, Thursday, 1:45.

A detailed study of the texts in use in the fifth, sixth, seventh, and eighth grades. Methods of presenting music to pupils in the higher grades and discussion of the problems which confront the grade teacher.

MRS. BROWN

30.0-31.0. Advanced Counterpoint and Composition.

Prerequisite: Harmony 20.0-21.0. Required of juniors majoring in music. Credit: two hours each semester. Monday, Wednesday, 9:30.

A continuation of the work of Harmony 20.0-21.0. Strict counterpoint in all five species in two, three, four, and five parts. Composition in the simpler classic forms. Canon. Composition of motets and anthems in four parts and of a three-part fugue. Free composition as in all other courses, with emphasis on the extensions of the rules of strict counterpoint which lead to smooth part writing in a free style. Two recitations and one conference a week.

TEXT: Kitson, *The Art of Counterpoint*.

MR. BATTIN

36.0-37.0. Solfeggio and Musicianship.

Prerequisite: Solfeggio 26.0-27.0. Required of juniors majoring in music. Credit: one hour each semester. Tuesday, Thursday, Saturday, 9:30.

A continuation of the work of Solfeggio 26.0-27.0, involving a study of all the clefs and difficult exercises in one, two, and three parts. Special attention is given to harmonic dictation in four parts.

MISS ROSEL

34.6-35.6. The Teaching of Piano.

Required of majors in piano. Credit: two hours each semester. Wednesday, Friday, 8:30.

Methods of teaching to children notation, piano technique, elements of theory, rhythm and ear training, with a systematic study of

material suitable for beginners of all ages, as well as more advanced students. Students taking this work do observation and practice teaching under the supervision of the instructor.

MISS CRAWFORD and MISS BRANCH

36.6-37.6. The Teaching of Stringed Instruments.

Required of majors in violin and violoncello. Credit: two hours each semester. Wednesday, Friday, 8:30.

A short résumé of the history of stringed instruments, their construction and literature. Methods of teaching children notation, elements of theory, ear-training, left-hand technique, bowing technique; good tone production; systematic study of material for pupils of all grades of advancement; the correcting of defects in pupils who have been previously badly taught, and other problems that face the teacher. Students taking this work do observation and practice teaching under the supervision of the instructor.

MISS ARMSTRONG

30.3-31.3. Piano Ensemble.

Credit: one hour each semester. Hours to be arranged.

A study of the standard symphonies and overtures through four- and eight-hand arrangements for piano, with special attention to sight-reading, rhythm, quick adjustment to the artistic needs of the moment, and poise on the part of the players. A laboratory course meeting for three hours a week and requiring no preparation.

MISS McMILLAN

34.3-35.3. Stringed Instrument Ensemble.

Credit: one hour each semester. Hours to be arranged.

A study of the standard overtures and symphonies in arrangements for strings, and strings and piano. Special attention is given to sight-reading and rhythm as in Ensemble 30.3-31.3. A laboratory course meeting for three hours a week and requiring no preparation.

MISS ARMSTRONG

30.6-31.6. The Teaching of Music in the High School.

Required of majors in Public School Music. Credit: one hour each semester. Wednesday, Friday, 12:00.

The organization and conduct of a high school department of music. Songs and texts suitable for high school use. The care of the adolescent voice. Discussion of problems peculiar to the junior high school, senior high school, rural school, and the consolidated school. Two lectures and one hour of preparation a week.

MR. POTTER

32.6-33.6. The Teaching of Music Appreciation.

Required of majors in Public School Music. Credit: one hour each semester. Hour to be arranged.

A study of the great music of all times and of the lives of the great composers from the esthetic rather than the historical point of view. Texts suitable for use in teaching music appreciation. The use of the piano, victrola, and other instruments. Students' recitals. A course designed primarily to give the future teacher that contact with the greatest music which will of itself give her an appreciation of music which is spontaneously contagious. One two-hour lecture a week and one hour of preparation.

MRS. BROWN

40.0-41.0. Advanced Composition and Orchestration.

Prerequisite: Counterpoint 30.0-31.0. Credit: two hours each semester. Wednesday, Friday, 8:30.

Composition in the larger forms for voice, chorus, individual instruments, and combinations of instruments, following largely the inclination of the individual student. A thorough study of all the orchestral instruments and the making of arrangements and composition for full orchestra. Two recitations and one conference a week.

MR. BATTIN

46.0-47.0. Advanced Solfeggio.

Prerequisite: Solfeggio 36.0-37.0. Credit: one hour each semester. Hours to be arranged.

A study of very difficult solfeggio and difficult harmonic and melodic dictation, leading to the reading and visualization of difficult scores. A part of the time of the class is devoted to a study of the standard oratorios and operas. Three periods a week, with no preparation.

MR. BATTIN

40.1. Interpretation.

Credit: two hours. Wednesday, Friday, 11:00.

The aim of this class is to enable students to understand and interpret the work of all periods and styles through a knowledge of the esthetic principles involved in their development. In order to understand the real thoughts and emotions of musical compositions it is necessary to make a detailed study not only of the life and character of the composer, but also of the forms of expression peculiar to him and his time. Special attention is given to the study of musical ornamentation, appoggiatura, acciaccatura, turns, mordents, and trills. Compositions studied by different members of the class

are analyzed, and thus all the class gain a wider knowledge of musical literature than each alone is able to acquire. MISS CRAWFORD

41.1. Wagner and His Music Dramas.

Credit: two hours. Wednesday, Friday, 11:00.

A detailed study of the life and works of Richard Wagner, with emphasis on his contribution to the development of modern music.

MISS ARMSTRONG

42.1. The Esthetics of Music.

Credit: two hours. Wednesday, Friday, 1:45.

A course in the appreciation of music from the standpoint of the listener, with especial emphasis on the psychological aspect of musical composition, form, and interpretation. The lectures are supplemented by numerous musical illustrations.

MR. BATTIN

43.1. The Development of the Symphony.

Credit: two hours. Wednesday, Friday, 1:45.

The history of the symphony with a detailed study of several works and sufficient hearing of about a dozen outstanding works that the student becomes very familiar with them. The styles of different composers and the development of orchestration is emphasized. No prerequisite is required, but Esthetics 42.1 will be found helpful, as will also Music History 30.1-31.1 and 41.1.

MR. BATTIN

40.3-41.3. Chamber Music.

Credit: one hour each semester. Hours to be arranged.

A practical study of the classical and modern works of chamber music from the easy sonatas of Haydn and Mozart through trios, quartets, and quintets by Beethoven, Mendelssohn, Schubert, Schumann, Brahms, Franck, and others. A laboratory course meeting for three hours a week.

MISS ROSEL

40.6-41.6. The School Chorus and Orchestra.

Required of students majoring in Public School Music. Credit: three hours each semester. Thursday, Saturday, 8:30.

Organizing the school chorus and orchestra. Music suitable for each. Orchestral methods; teaching singing and orchestral instruments in classes. The essentials of conducting. Arranging music for the school orchestra. Students who have not studied a stringed instrument are required to take one violin lesson a week throughout

the year. Those who have studied a stringed instrument are required to familiarize themselves with at least one other stringed instrument. All students are required to learn to play at least one wood-wind and one brass instrument in addition to learning the characteristics of all the instruments and are also taught to make minor repairs to the same. Two recitations and one one-half hour lesson a week, three and one-half hours preparation and three hours practice.

Studio fee: \$5.00 per semester.

MR. BATTIN and STAFF

48.6-49.6. Observation and Practice Teaching.

Observation and practice teaching is arranged in the public schools of Raleigh and in the rural schools of Wake County. This course is a practical application of all that has been learned in the methods courses previously taken.

MR. POTTER and STAFF

48.0-49.0. Composition Seminar.

Credit; not to exceed two hours a semester. Hours to be arranged.

Original composition under the personal supervision of the instructor in theory and composition.

MR. BATTIN

48.1-49.1. History Seminar.

Credit; not to exceed two hours a semester. Hours to be arranged.

Reading and library research under the personal supervision of the instructor in history or another instructor especially interested in the problem to be pursued by the student.

MISS ARMSTRONG and STAFF

1. Choir.

All students majoring in music are required to sing in the choir, which studies the best music and frequently appears in public. Members of the choir are required to attend all rehearsals and concerts, which always include a concert of Christmas music during the Christmas season, a service on Founders' Day, and a concert during Commencement week. Students not majoring in music who possess good singing voices may become members of the choir at the discretion of the director.

2. Orchestra and Band.

The college orchestra which usually numbers about 30 players meets once a week to study the standard symphonies and overtures. In addition it gives students the opportunity to hear their own compositions and arrangements performed and also provides a practice laboratory for those interested in conducting. The band gives girls who play wind instruments the opportunity for recreation and fun in playing marches and other light compositions.

3. Criticism Class.

Any teacher may require his or her students in practical music to attend a criticism class once a week, where the students perform for one another and criticise one another's work.

B. Practical Courses

All courses in practical music require three hours practice per week for each semester hour credit, and for every three semester hours credit, or fraction thereof, a student must take not less than one lesson a week, of at least a half-hour duration, throughout the semester. No student is permitted to take more than eight semester hours of practical music in any one semester. The work in practical music is adjusted to suit the needs of each individual student, but in general follows the outline of the following courses:

Piano

MISS CRAWFORD, MISS McMILLAN, MISS BRANCH

10.5-11.5. Freshman Piano.

Studies of the difficulty of Czerny Op. 299, Loeschorn Op. 66; Bach *Two-Part Inventions*; Sonatas of the difficulty of Haydn in D major, Mozart in F major; the easier *Songs Without Words* of Mendelssohn, *Lyric Compositions* by Grieg, and other pieces of similar difficulty.

20.5-21.5. Sophomore Piano.

Etudes of the difficulty of Cramer *Selected Studies*, Heller Op. 45, *Low's Octave Studies*; Bach *Three-Part Inventions*; Sonatas of the difficulty of Beethoven Op. 14, Nos. 1 and 2; pieces by MacDowell, Chaminade, and other composers.

30.5-31.5. Junior Piano.

Etudes of the difficulty of Clementi *Gradus ad Parnassum*, Heller Op. 16, Kullak Op. 48, No. 2; Bach *French Suites*, *Well Tempered Clavichord*; Sonatas of the difficulty of Beethoven Op. 10, No. 2, Op. 26, Op. 27, No. 1; Concertos by Godard, Mozart; pieces by Chopin, Schubert, Schumann, and others, including modern composers.

40.5-41.5. Senior Piano.

Etudes of the difficulty of Chopin Op. 10 and Op. 25, and Rubenstein *Etudes*; Bach *Well Tempered Clavichord*; Sonatas of the difficulty of Beethoven Op. 28, Op. 53, Op. 57; Concertos by Beethoven, Rubenstein, Weber, Mendelssohn, Grieg, MacDowell, Liszt, Rachmaninoff, and others; pieces by Chopin, Liszt, Rubenstein, and others, including modern composers.

Secondary Piano.

Students majoring in Organ, Violin, Violoncello, Voice, and Public School Music are required to take piano as a secondary subject. Such students are exempt from part of the memorizing required of piano majors, and their work is organized so as to give them a maximum of technique and sight-reading ability in a minimum of time. The graduation requirement of ability to play simple accompaniments at sight will usually be satisfied by completion of the work required for credit in Piano 21.5.

Organ

MR. BATTIN

12.5-13.5. Freshman Organ.

Manual and pedal technique; Bach *Eight Short Preludes and Fugues*; short pieces involving the fundamentals of registration and use of the expression pedals; hymn playing. Students beginning organ usually take half their work in organ and half in piano, thus avoiding excessive fatigue due to too much organ practice and at the same time rounding out their finger technique.

22.5-23.5. Sophomore Organ.

Bach *Preludes and Fugues* of the first master period, *Choral Preludes*; Sonatas by Guilmant, Mendelssohn; simpler works of the modern schools.

32.5-33.5. Junior Organ.

Bach, smaller works of the mature master period, selected movements from the *Trio Sonatas* and *Concertos*; Sonatas by Guilmant, Mendelssohn, Borowski, Lemmens, Rheinberger, and others; pieces by Dubois, Salome, Lemmens, and other composers.

42.5-43.5. Senior Organ.

Bach, larger works of the mature master period; compositions of Franck; symphonies of Widor, Vierne; compositions of the modern French, English, German, and American schools.

Violin

MISS ARMSTRONG

14.5-15.5. Freshman Violin.

Thorough study of bowing and left-hand technique; Laoureux *Etudes*, Bk. II; Mazas Op. 36; Concertos by De Beriot and Accolay; Sonatinas by Schubert.

24.5-25.5. Sophomore Violin.

Scales and arpeggios in three octaves; Mazas *Etudes Specialis*, Kreutzer *Etudes*; Sonatas of Corelli and Handel; Concertos by Rode, Viotti, and Kreutzer.

34.5-35.5. Junior Violin.

Technical work continued; Etudes by Kreutzer and Fiorillo; Sonatas of Mozart and Beethoven; Concertos by Viotti, Kreutzer, and Mozart.

44.5-45.5. Senior Violin.

Scales in thirds and octaves; Etudes by Rode and Gavinies; Concertos by Vieuxtemps, Wieniawski, Godard, and others; Sonatas by Bach, Tartini, and Beethoven.

Violoncello

MISS ROSEL

16.5-17.5, 26.5-27.5, 36.5-37.5, 46.5-47.5.

The courses in Violoncello are similar in grade to those given in Piano, Organ, and Violin. For graduation a student should play a recital of pieces of the difficulty of: Goltermann *Concerto in G*; sonatas by Bach or Beethoven; Popper *Tarentella*; Faure *Elegy*; Lalo *Chants Russes*; Bach *Arioso*; Matys *Romance*; Boccherini *Rondo*.

Voice

MISS ROWLAND

18.5-19.5. Freshman Voice.

Position and poise of the body, breath control; studies by Seiber and Vaccai supplemented by technical exercises for freedom and the development of tone production, the simpler songs from classical and modern composers.

28.5-29.5. Sophomore Voice.

Technical work of the freshman year continued; staccato and legato exercises; English and Italian diction; studies by Vaccai and Concone; moderately difficult songs by Schubert, Franz, Massenet, and representative American composers; easier solos from the oratorios.

38.5-39.5. Junior Voice.

More advanced technique; vocalizations by Concone, Lütgen, and others; French and German diction; songs by composers of classical and modern periods, including Brahms, Strauss, and Russian composers.

48.5-49.5. Senior Voice.

Technical work continued; classic and modern oratorio and opera; Italian, French, German, and English songs.

Commencement, 1931

IRA D. S. KNIGHT

Baccalaureate Sermon, Missionary Sermon

BERNARD C. CLAUSEN, D.D.

Literary Address

Degrees and Diplomas Awarded

Bachelor of Arts

Abernethy, Helen	Reidsville
Allen, Bessie Christine.....	Cary
Arnette, Lois	Laurinburg
Ayscue, Elizabeth Martha.....	Buie's Creek
Bailey, Fannie Pernecia.....	Kinston
Baker, Nellie Mae.....	Ahoskie
Barber, Mary Ashworth.....	Waynesville
Barrow, Myrtle Grace.....	La Grange
Beavers, Alice Elizabeth.....	Apex
Blalock, Jane Dudley.....	South Hill, Va.
Boomhour, Elizabeth Gregory.....	Raleigh
Bostic, Annie Gertrude.....	Beulaville
Briggs, Sarah Wooten.....	Raleigh
Britt, Nancy Spenser.....	Raleigh
Britt, Ruth Tolson.....	Raleigh
Broughton, Margaret Ruth.....	Raleigh
Cagle, Margaret Evelyn.....	Carthage
Clark, Ellen Louise.....	Candler
Cole, Caroline Evangeline.....	Palmetto, Fla.
Cowan, Georgia Coleman.....	Apex
Cox, Henry Beatrice.....	Raiford, Fla.
Crawford, Virginia Klutz.....	Goldsboro
Curriu, Mary Willard.....	Henderson
Dark, Alma Estelle.....	Roseboro
Day, Ethel Kathryn.....	Southern Pines
Dodd, Margaret Frances.....	Belhaven
Durham, Kathleen	Lumberton
Fuller, Mary Susan.....	Louisburg

Goodwin, Mildred Agnes.....	Raleigh
Goodwyn, Kathleen	Raleigh
Gore, Bruce Brewer.....	Rockingham
Harris, Ann	Albemarle
Harris, Delphie	Oxford
Hartness, Lois	Raleigh
Haynes, Rosa Mae.....	Cliffside
Helms, Kathleen	Wingate
Hodges, Pearl	Dunn
Hoggard, Rachel Pritchard.....	Lewiston
Jackson, Theta Faughn.....	Middleburg
James, Virginia Carolyn.....	Laurinburg
Johnson, Lillian	Mount Airy
Johnston, Margaret Haynes.....	Wilmington
Jones, Annie Hollingsworth.....	Cameron
Jones, Ellen Royall.....	Cameron
Kendall, Martha Ruth.....	Raleigh
Kichline, Mildred Bachman.....	Raleigh
King, Gertrude Harris.....	Stoneville
Lamm, Eleanor Bridges.....	Raleigh
Lang, Louise Virginia.....	Walstonburg
Lawrence, Dorothy Mirlam.....	Apex
Layton, Susan Eldridge.....	Lillington
Lee, Ruby Nora.....	Colerain
Lewis, Nancy Williams.....	Farmville
Lovelace, Frances Bradley.....	Pinetops
Lucas, Margaret	Dunn
McAden, Mary Yarborough.....	Semora
McCall, Evelyn	Marion
Makepeace, Kitty Clyde.....	Sanford
May, Madeline Elizabeth.....	Asheville
Miller, Vida Brown.....	Raeford
Minton, Mary Elizabeth.....	Lewiston
Mumford, Louise Edward.....	Wallburg
O'Quinn, Willie	Mamers
Perry, Salinda Caroline.....	Asheville
Preslar, Velma	Wingate
Price, Rachel Pauline.....	Ellenboro
Randolph, Edith	Raleigh
Ricks, Tempie	Whitakers
Rogers, Costa Adele.....	Mullins, S. C.

Simms, Anne Egerton.....	Raleigh
Sorrell, Juanita	Smithfield
Starling, Fannie Ruth.....	Hubert
Thacker, Anne Bunch.....	Raleigh
Thomas, Mary Irene.....	Rocky Mount
Tucker, Susanna	Raleigh
Upchurch, Nellie Grey.....	Oxford
Varser, Lily Snead.....	Lumberton
Ward, Lucile	Salisbury
West, Verona Allred.....	Mount Airy
White, Anne Wilson.....	Raleigh
Williams, Mae Alice.....	Whitakers
Wilson, Nelda Elizabeth.....	Lenoir
Woody, Ava Thornton.....	Stovall

Bachelor of Music

Booker, Nellie Elizabeth, Public School Music.....	Raleigh
Bridger, Margaret Parker, Public School Music.....	Bladenboro
Cox, Frances Rowena, Piano.....	Raleigh
Elias, Frances Rawls, Public School Music.....	Asheville
Hamby, Lucile, Piano.....	Mebane
Hunt, Hazel Burnette, Public School Music.....	Lattimore
Kenyon, Mabel Watson, Public School Music.....	Raleigh
Kimball, Mamie Lee, Public School Music.....	Enfield
Morse, Blondie, Piano.....	Rockingham
Phillips, Ruth Fentress, Piano.....	Sanford
Sledge, Elsie Christine, Public School Music.....	Louisburg

Diploma in Art

Hartness, Betsy Claudia.....	Sanford
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Register of Students

Senior Class

A.B. and B.S.

Aldridge, Lillian, A.B.	LaGrange
Barnes, Elizabeth Frances, A.B.	Linwood
Barrett, Margaret, A.B.	Laurinburg
Bass, Lurline, A.B.	Farmville
Bowers, Alice Pauline, A.B.	Wake Forest
Brandon, Sadie, A.B.	Winston-Salem
Burgess, Elva, A.B.	Raleigh
Cagle, Pauline, A.B.	Wadesboro
Carson, Gertrude, A.B.	Taylorsville
Carter, Bessie Alma, A.B.	Fayetteville
Cates, Minwal, A.B.	Burlington
Charles, Antoinette, A.B.	Ahoskie
Choate, Prue, A.B.	Salisbury
Collie, Roxie, A.B.	Greenville
Curriu, Elma, A.B.	Henderson
Daniel, Arline, A.B.	Pleasant Hill
Dunn, Elizabeth Wynne, A.B.	Raleigh
Elam, Mary Elizabeth, A.B.	Kings Mountain
Gill, Lucy Glenn, A.B.	Raleigh
Gilliam, Fannie, B.S.	Statesville
Griffin, Edith, B.S.	Spring Hope
Harton, Lora, A.B.	Raleigh
Haynes, Margaret Loreta, B.S.	Cliffside
Haywood, Nan Lee, A.B.	Candor
Henley, Mary Clifton, A.B.	Raleigh
Holder, Clarice, A.B.	Garner
Jenkins, Sarah Elizabeth, A.B.	Rosemary
Kemp, Mary Elizabeth, A.B.	Zebulon
Kennedy, Jessie Ruth, A.B.	Raleigh
Kerr, Frances, A.B.	Montague, Va.
Lattimore, Mary Agnes, A.B.	Lattimore
Layfield, Eleanor, A.B.	Raleigh
Layfield, Elizabeth, A.B.	Raleigh
McKittrick, Alice, A.B.	Clinton, S. C.
Makepeace, Charlotte, A.B.	Sanford
Mardre, Harriet Frances, A.B.	Hertford

Marshburn, Rachel, A.B.	Rocky Mount
Mercer, Susannah Swinton, A.B.	Raleigh
Middleton, Helen Greene, A.B.	Warsaw
Miller, Arie, A.B.	Albemarle
Miller, Lucille, A.B.	Richfield
Money, Mary Coward, A.B.	Mayodan
Morrow, Rosalee, A.B.	Mount Ulla
Myers, Lottie Belle, A.B.	Monroe
Pate, Mary Frances, A.B.	Rowland
Peacock, Margaret, A.B.	Benson
Ragan, Irma Clyde, A.B.	New Hill
Sample, Ruth Melville, A.B.	Elizabeth City
Saunders, Janice, A.B.	Lewiston
Seymore, Narnie, A.B.	Raleigh
Smith, Norma Estelle, A.B.	Pilot Mountain
Sorrell, Frances, A.B.	Cary
Spence, Lina Lee, A.B.	Raleigh
Squires, Evelyn Hope, A.B.	Wake Forest
Stevens, Elizabeth, A.B.	Asheboro
Stevenson, Bessie, A.B.	Greensboro, Md.
Swanson, Ethel Elizabeth, B.S.	Lenoir
Thornton, Elizabeth, A.B.	Dunn
Tucker, Mary, A.B.	Raleigh
Underwood, Mary Frances, A.B.	Sanford
Vogel, Beatrice, A.B.	South Norwalk, Conn.
Watkins, Frances, B.S.	Virgilina, Va.
Watson, Virginia, A.B.	Raleigh
Wilhide, Edna, A.B.	Bushnell
Williams, Pearl Virginia, A.B.	Garner
Woody, Helen, A.B.	Burnsville
Wright, Ruth, A.B.	Richmond, Va.
Young, Kathleen, A.B.	Shelby

Junior Class

Abernethy, Martha Annis, A.B.	Raleigh
Allison, Kate, A.B.	Sylva
Amburn, Mildred, A.B.	Boonville
Barber, Pauline, A.B.	Mount Airy
Bennett, Helen Rogers, A.B.	Apex
Biggs, Rachel, A.B.	Lumberton
Blanton, Nancy, A.B.	Marion

Brady, Miriam, A.B.	Benson
Briggs, Margaret, A.B.	Raleigh
Broadwell, Josephine Lydia, A.B.	Fuquay Springs
Byrd, Evelyn, A.B.	Lillington
Campbell, Mae, A.B.	Danville, Va.
Castlebury, Martha, A.B.	Raleigh
Chambers, Mamie, A.B.	Warsaw
Chesson, Minnie Parker, A.B.	Portsmouth, Va.
Council, Sallie, A.B.	Raleigh
Council, Wilma, A.B.	Apex
Donovant, Annette, A.B.	Greensboro
Gillis, Mary, A.B.	Canton
Goodwin, Mozelle, A.B.	Raleigh
Green, Virginia, A.B.	Raleigh
Harrelson, Elizabeth, A.B.	Raleigh
Harris, Annie Miles, A.B.	Seaboard
Harris, Elizabeth, A.B.	Seaboard
Harris, Frances, A.B.	Albemarle
Hawkins, Catherine Ann, A.B.	Cliffside
Hayes, Ernestine Curtis, A.B.	Ahoskie
Herring, Ellen, A.B.	Clinton
Hester, Susan Bradsher, A.B.	Roxboro
Highsmith, Lula Belle, A.B.	Raleigh
Hinckley, Ellen Elizabeth, A.B.	Mamaroneck, N. Y.
Hipps, Mary Ruth, A.B.	Canton
Hooper, Charlotte, A.B.	Robbinsville
Hord, Sue, A.B.	Kings Mountain
Howell, Mary Lee, A.B.	Concord
Humphrey, Iris Wheeler, A.B.	Kinston
Hunt, Melba, A.B.	Apex
Irvin, Jane, A.B.	Shelby
Jacobs, Pauline, A.B.	Mount Airy
Johnson, Mary Louise, A.B.	Raleigh
Johnson, Sarah Maie, A.B.	Statesville
Keith, Annie Carmen, A.B.	Apex
Kelly, Sarah Majel, A.B.	Pineville, Ky.
Kinsey, Isabelle, A.B.	Coinjock
Liles, Ethel, A.B.	Bailey
McDaniel, Nancy Russell, A.B.	China
Maddry, Julia, A.B.	Durham
Martin, Jessie King, A.B.	Lexington

Maynard, Frances, A.B.	Raleigh
Maynard, Lillian, B.S.	Apex
Merritt, Dorothy, A.B.	Raleigh
Moore, Agnes, A.B.	Raleigh
Morris, Mildred, A.B.	Charlotte
Mull, Martha, A.B.	Morganton
Mull, Mary, A.B.	Morganton
Page, Eula, A.B.	Raleigh
Palmer, Charlotte, A.B.	Asheville
Peters, Janet Ann, A.B.	Euclid, Ohio
Phelps, Norma Lee, A.B.	Colerain
Reich, Alyne, A.B.	Winston-Salem
Riddle, Kathleen, A.B.	Saint Pauls
Sale, Grace, A.B.	Raleigh
Salisbury, Martha, A.B.	Hamilton
Sawyer, Lois, A.B.	Shiloh
Shearin, Mary Carolyn, A.B.	Rocky Mount
Taylor, Mildred Elizabeth, A.B.	Snow Hill
Thiem, Katherine, A.B.	Raleigh
Turner, Eliza, A.B.	Leaksville
Viccellio, Martha, A.B.	Chatham, Va.
Warner, Lois, A.B.	Lexington
Watson, Genevieve, A.B.	Southport
Whims, Louise, A.B.	Wake Forest

Sophomore Class

A.B. and B.S.

Acree, Lucy Dew, A.B.	Mullins, S. C.
Allen, Blanche, A.B.	Cary
Bailey, Jennie Pauline, A.B.	Burnsville
Ballentine, Jewel, A.B.	Varina
Barham, Esther, A.B.	Selma
Barker, Evelyn King, A.B.	Leaksville
Barnhill, Hilda, A.B.	Bethel
Beddingfield, Eleanor Wilson, A.B.	Millbrook
Benthall, Claire, A.B.	Woodland
Bird, Margaret Ruth, A.B.	Raleigh
Blalock, Katherine O'Brian, A.B.	Oxford
Briggs, Eliza, A.B.	Raleigh
Byrd, Amorette Carolyn, A.B.	Hamlet

Carr, Grace, A.B.	Washington, D. C.
Crowder, Gwendolyn, A.B.	Raleigh
Cummings, Mary Florence, A.B.	Reidsville
Davis, Dorothy, A.B.	Wake Forest
Davis, Magdalyn, A.B.	Wilmington
Early, Annie Lucille, A.B.	Windsor
Everett, Margaret S., A.B.	Greenville
Farris, Katherine, A.B.	Raleigh
Farris, Virginia, A.B.	Raleigh
Gaddy, Geraldine, A.B.	Albemarle
Garnett, Virginia, A.B.	Sylvania, Ga.
Gray, Frances, A.B.	La Grange
Gordon, Nell, A.B.	Pilot Mountain
Hayes, Mary Catherine, A.B.	Mullins, S. C.
Hester, Margaret Burton, A.B.	Roxboro
Hicks, Katherine, A.B.	Rocky Mount
Howard, Elizabeth, A.B.	Fuquay Springs
Hudson, Virginia, A.B.	Cascade, Va.
Kee, Irene, A.B.	Seaboard
Lawrence, Grace, A.B.	Apex
Lineberry, Doris, A.B.	Raleigh
Lockhart, Adelaide, A.B.	Durham
Lovelace, Sallie, A.B.	Pinetops
Lowry, Ethel Mae, A.B.	Weeksville
McCourry, Ruth, A.B.	Daybook
McManus, Frances, A.B.	Gibson
McNeill, Frances, A.B.	Washington, D. C.
Miller, Emily, A.B.	Raleigh
Mitchem, Minnie Mae, A.B.	Raleigh
Mitchiner, Sallie, B.S.	Garner
Morgan, Isabel, A.B.	Raleigh
Moyer, Helen, A.B.	Syracuse, N. Y.
Mullis, Hattie Pauline, A.B.	Morganton
Newbern, Margaret, A.B.	Ahoskie
Olmsted, Margaret Ellen, A.B.	Southern Pines
Parker, Mary Lois, A.B.	Woodland
Penny, Charlotte, A.B.	Raleigh
Porter, Susie Mae, A.B.	Rockingham
Powell, Annie Vee, A.B.	Middlesex
Pruitt, Grace, A.B.	Louisburg
Reams, Mary Duke, A.B.	Wake Forest

Ricks, Eva Sledge, A.B.	Whitakers
Rozar, Eleanor, A.B.	Raleigh
Senter, Betsy Jane, A.B.	Raleigh
Simpson, Jean, A.B.	Madison
Tatem, Mirlam, A.B.	Reidsville
Thornton, Vara Lee, A.B.	Dunn
Tilghman, Margaret, A.B.	Raleigh
Van Landingham, Mary Bess, A.B.	Scotland Neck
Vernon, Sarah Elizabeth, A.B.	Burlington
Viccellio, Nancey Blair, A.B.	Chatham, Va.
Vinson, Marion, A.B.	Raleigh
Weaver, Doris, A.B.	Lexington
Wallace, Martha Gladys, A.B.	Clayton
Whitbeck, Beulah, A.B.	Mayodan
Wilson, Miriam, A.B.	Durham
Wray, Carolyn, A.B.	Gastonia
Yates, Ella Lee, A.B.	Landrum, S. C.

Freshman Class

A.B. and B.S.

Armbruster, Mary E.	Raleigh
Atkins, Cornelia	Sanford
Aycock, Frances	Goldsboro
Baker, Dorothy	Zebulon
Ball, Josephine	Raleigh
Ballance, Evelyn	Maple
Bass, Leona	Nashville
Beal, Bert	Raleigh
Beddingfield, Kate	Raleigh
Bender, Mary Emma	Hubert
Brown, Virginia	Franklinton
Bryan, Alice Rosy	Garner
Butler, Norine	Roseboro
Cheek, Della	Rockwell
Cheek, Grace	Rockwell
Clodfelter, Pauline	High Point
Coppedge, Elizabeth	Wake Forest
Cottingham, Willie Mae	Lumberton
Crutchfield, Evelyn Woody	Woodsdale
Davis, Virginia	Clinton

Farris, Estelle	Raleigh
Ferrell, Virginia	Knightdale
Fisher, Erma	Southern Pines
Fodrie, Marjorie	Beaufort
Fowler, Evelyn	Tabor
Gaddy, Elsie	Oakboro
Gammage, Charlotte	Miami, Fla.
Garrison, Caroline	Raleigh
Gillespie, Hazel	Salisbury
Gore, Arabella	Rockingham
Green, Elizabeth	Clarkton
Green, Margaret	Raleigh
Harrill, Sarah	Mooreville
Hayes, Mildred	Selma
Herring, Hilda	Dudley
Hester, Nancy	Goldston
Hilliard, Mary Lee.....	Morrisville
Horton, Lois	Apex
Johnson, Meredith	Mt. Olive
Johnson, Virginia Lee.....	Chattanooga, Tenn.
Jones, Dura	Madison
Kelly, Mildred	Apex
Kirkland, Alice Bennett.....	Hamlet
Knott, Eliza C.....	Raleigh
Lassiter, Jean	Wilson
Lawrence, Eleanor	Apex
Lewis, Mary Allyn.....	Kinston
Lilly, Eleanor	Raleigh
Marshburn, Mae	Wallace
Moore, Margaret	Clinton
Moore, Mildred K.....	Kinston
Mitchell, Clarice	Raleigh
Moorefield, Annie King.....	Rural Hall
Morgan, Ruth	Andrews
Murray, Myrtle V.....	Raleigh
Narron, Bessie, A.B.....	Raleigh
Nichols, Loretta, A.B.....	Greensboro
Nooe, Mary Carter, A.B.....	Winston-Salem
Norwood, Virginia, A.B.....	Raleigh
Overstreet, Virginia, A.B.....	Sylvania, Ga.
Page, Louise, A.B.....	Wilmington

Parker, Jane, A.B.	Warrenton
Parker, Reba, A.B.	Marion
Perry, Pauline	Winston-Salem
Phillips, Dorothy	Cary
Pipkin, Naomi, B.S.	Morganton
Poe, Inez, A.B.	Apex
Poe, Ophelia, A.B.	Durham
Privott, Kathryn, A.B.	Edenton
Ray, Dorothy, B.S.	Raleigh
Robertson, Hilda, A.B.	Raleigh
Robertson, Pearl, A.B.	Knightdale
Rogers, Virginia Mae, A.B.	Albemarle
Ruffin, Mary Etta, A.B.	Raleigh
Satterfield, Mildred, A.B.	Edenton
Scott, Virginia, A.B.	Clayton, Mich.
Sears, Helen, A.B.	Morrisville
Sears, Isabel, A.B.	New Hill
Sears, Kathleen, A.B.	New Hill
Sexton, Vera, A.B.	Rocky Mount
Simmons, Elma, A.B.	Winston-Salem
Sinclair, Edith, A.B.	Raleigh
Smith, Mary G., A.B.	Jackson Hill
Sorrell, Dixie, A.B.	Cary
Stroud, Bertha Mae, A.B.	Kinston
Suggs, Margaret, A.B.	Belmont
Tatem, Elizabeth, A.B.	Reidsville
Tayloe, Rosalie, A.B.	Windsor
Taylor, Alma, A.B.	Snow Hill
Taylor, Louise, A.B.	Whaleyville, Va.
Tucker, Ruth, A.B.	Reidsville
Vaughan, Mary Laura, A.B.	Nashville
Vining, Mary Frances, A.B.	Raleigh
Wall, Susan, A.B.	Madison
Waller, Hazel, A.B.	Raleigh
Ward, Frances, A.B.	Edenton
Weathers, Evelyn, A.B.	Wendell
Weathers, Myrtle, A.B.	McCullers
Weatherspoon, Mabel Stuart, A.B.	Raleigh
Weeks, Undine, A.B.	Enfield
Wells, Gladys, A.B.	Mt. Olive
Whitaker, Meredith, A.B.	Andrews

York, Nell, A.B.....	Cary
Yost, Willene, A.B.....	Kannapolis

Specials

Day, Ethel Kathryn, A.B.....	Raleigh
McAden, Lacy, A.B.....	Raleigh
Tillery, Doris Katherine, A.B.....	Raleigh

Summary

A.B. and B.S.

SENIORS: Registered for A.B. degree.....	63
SENIORS: Registered for B.S. degree.....	5
JUNIORS: Registered for A.B. degree.....	71
JUNIORS: Registered for B.S. degree.....	1
SOPHOMORES: Registered for A.B. degree.....	70
SOPHOMORES: Registered for B.S. degree.....	1
FRESHMEN: Registered for A.B. degree.....	101
FRESHMEN: Registered for B.S. degree.....	3

Total number of A.B. and B.S. classmen....	315
Specials	3

 318

DEPARTMENT OF ART

Senior Class

Norris, Nellie	Gastonia
Rollins, Hallie Mae.....	Marshville
Taylor, Dorothy	Wilson
Webb, Velma	Mount Airy

Junior Class

Bagby, Edythe	Raleigh
Crutchfield, Florence	Durham
Hood, Elizabeth Knox.....	Gastonia
Snead, Mary Frances.....	Newport News, Va.

Sophomore Class

Davis, KatherineWinston-Salem

Freshman Class

Bizzell, ElizabethRocky Mount
Foster, ElbertaLittleton
Kee, AlmaSeaboard
Moseley, CatherineWarrenton
Mussinan, ThelmaRoselle Park, N. J.
Parker, JoyNew Bern
Rodwell, ElizabethWarrenton
Schaub, MaryWinston-Salem
Taylor, AlmaSnow Hill

Art Only

Beddingfield, CharlotteRaleigh
Johnson, Charles E.....Raleigh
Smith, Mrs. Julian.....Greensboro
Turner, Mrs. Ruth Pope.....Franklin, Va.
Taylor, Mrs. Tyre.....Raleigh

Summary

Seniors	4
Juniors	4
Sophomores	1
Freshmen	9
	—
Total number college classmen.....	18
Art only	5
Students from other schools electing work in Art History....	21
Students from other schools electing Art Education.....	44
	— 70
	—
Total	88

DEPARTMENT OF MUSIC

Senior Class

Beckwith, Alice, Public School Music.....	Troy
Beddingfield, Alice, Public School Music.....	Millbrook
Broughton, Mary Lucille, Voice.....	Hertford
Byrd, Elizabeth, Piano.....	Hamlet
Greene, Jessie Faye, Public School Music.....	Aulander
Hester, Elizabeth, Public School Music.....	Goldston
Hinton, Gaynelle, Piano.....	Clayton
Johnson, Christine, Piano.....	Asheville
Johnson, Frances Lucille, Piano.....	Raleigh
Johnson, Ruby, Public School Music.....	Scotland Neck
Lee, Mary Pettigrew, Piano.....	Florence, S. C.
Privette, Helen Wesley, Public School Music.....	Bailey
Stokes, Olive Anne, Public School Music.....	Battleboro
Winslow, Ruth, Public School Music.....	Hertford

Junior Class

Akers, Mary Albion, Public School Music.....	Stuart, Va.
Barnes, Pauline, Piano.....	Raleigh
Buckner, Sharon Enid, Public School Music.....	Mars Hill
Dozier, Helen, Piano.....	Japan
Herring, Sarah Elizabeth, Piano.....	Dillon, S. C.
Hester, Virginia, Public School Music.....	Wendell
Hunt, Eleanor, Violin.....	Apex
Johnson, Ruth, Public School Music.....	Mount Airy
Martin, Hazel, Voice.....	Hillsboro
Preslar, Marguerite, Public School Music.....	Concord
Rogers, Anna, Public School Music.....	Sanford
Smith, Mary Louise, Public School Music.....	Burlington
Wilson, Flora Lou, Voice.....	Lenoir
Yarborough, Mabel Hawley, Piano.....	Jonesboro

Sophomore Class

Arnette, Josephine, Voice.....	Raleigh
Cowan, Louise, Public School Music.....	Spray
Creech, Jessica, Piano.....	Ahoskie
Davis, Martha, Piano.....	Winston-Salem

Dobson, Helen, Public School Music.....	Wilmington
Earp, Bertie, Public School Music.....	Selma
Garner, Ruby, Piano.....	Newport
Honeycutt, Lena, Piano.....	Raleigh
Luther, Mary Decie, Public School Music.....	Apex
Thomas, Louise, Piano.....	Ramseur
Warren, Marguerite, Public School Music.....	Dunn

Freshman Class

Alderman, Frances, Piano.....	Alcolu, S. C.
Bailey, Doris, Violin.....	Raleigh
Bowling, Mabel Elizabeth, Piano.....	Rougemont
Correll, Louise, Piano.....	Raleigh
Faulkner, Hazel, Piano.....	Kinston
Fuller, Hilda Mildred, Public School Music.....	Raleigh
Harrison, Ruth, Public School Music.....	Wake Forest
Hayworth, Mary Frances, Piano.....	High Point
Hettrick, Miserere, Piano.....	Elizabeth City
Jackson, Luna Pearl, Piano.....	Middleburg
King, Kathleen, Public School Music.....	Clinton
Koontz, Genola, Piano.....	Winston-Salem
Lee, Elizabeth, Piano.....	Florence, S. C.
Martin, Louise, Voice.....	Lexington
Moore, Mildred E., Piano.....	Pageland, S. C.
Poplin, Elizabeth, Piano.....	Rockingham
Ricks, Gladys, Public School Music.....	Raleigh
Turner, Josephine, Piano.....	Clinton
Watkins, Myrtle, Public School Music.....	Virgilina, Va.
Witt, Edith, Piano.....	Princeton, W. Va.

Music Only

Armstrong, Charlotte Elizabeth, Interpretation.....	Raleigh
Battin, Mrs. Isaac, Voice.....	Raleigh
Branch, Virginia, Piano, Esthetics, Interpretation.....	Raleigh
Dughi, John, Violin.....	Raleigh
Freeman, Charles, 'Cello.....	Raleigh
Freeman, Thomas, Violin.....	Raleigh
Hamrick, James, Violin.....	Raleigh
Hamrick, Olive, Piano.....	Raleigh
Hanyen, Jennie H., Voice.....	Raleigh

Johnson, Mary Elizabeth, Piano.....	Raleigh
McCanless, Ann, Piano, Voice.....	Raleigh
McMillan, Aileen, Piano.....	Raleigh
Maupin, Nancy, Piano.....	Raleigh
Peacock, Carolyn Arnold, Organ.....	Raleigh
Potter, Mary Frances, Violin.....	Raleigh
Reynolds, Lula, Voice.....	Raleigh
Turner, Mrs. J. Clyde, Piano.....	Greensboro
Wallace, Marion, Voice.....	Raleigh

Summary

SENIORS:

Registered for Degree in Piano.....	5
Registered for Degree in Public School Music.....	8
Registered for Degree in Voice.....	1
<hr/>	
Total	14

JUNIORS:

Registered for Degree in Piano.....	4
Registered for Degree in Public School Music.....	7
Registered for Degree in Violin.....	1
Registered for Degree in Voice.....	2
<hr/>	
Total	14

SOPHOMORES:

Registered for Degree in Piano.....	5
Registered for Degree in Public School Music.....	5
Registered for Degree in Voice.....	1
<hr/>	
Total	11

FRESHMEN:

Registered for Degree in Piano.....	13
Registered for Degree in Voice.....	1
Registered for Degree in Public School Music.....	5
Registered for Degree in Violin.....	1
<hr/>	
Total	20

Total classmen in Music.....	59
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Total registered in each department of Music:		
Piano	30	
Voice	5	
Public School Music.....	22	
Violin	2	
	—	
Total		59

Students from other schools electing Music:		
Piano	6	
Voice	5	
Violin	3	
Theoretical Courses	2	
Organ	1	
'Cello	2	
	—	
Total		19

Summary of Students not in Residence

Taking College Music Only

Piano	7	
Violin	4	
Voice	5	
Organ	1	
'Cello	2	
Theoretical Courses	2	
	—	
Total		21
		—
Final total		99

Final Summary Students Taking College Work

Classmen in college.....	315
Special college	3
Students from other schools taking one or more courses in the college	77
	<hr/> 395
Classmen in Art.....	18
Art only	5
Students from other schools taking work in Art History....	21
Students from other schools electing Art Education.....	44
	<hr/> 88
Classmen in Music.....	59
College Music only.....	21
Students from other schools taking work in College Music....	20
	<hr/> 100
Total	583
Deducting students counted in more than one school.....	164
	<hr/>
Total	419

Summary by States

North Carolina	384
South Carolina	8
Virginia	11
Connecticut	1
District of Columbia.....	2
Florida	2
Georgia	1
Kentucky	1
Maryland	1
New York	3
New Jersey	1
Tennessee	1
West Virginia	1
China	1
Japan	1
	<hr/>
Total	419

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MEREDITH COLLEGE

DEPARTMENT OF ART

DIPLOMA EXHIBITS

The exhibit of the work of four seniors from the Department of Art of Meredith College on Friday afternoon, May 27, was unusually noteworthy, not only because of the personal interest of many friends throughout the state, but also because of ability shown in the use of many mediums and subjects. The students exhibiting were Misses Nellie Norris of Gastonia, Hallie Mae Rollins of Marshville, Dorothy Taylor of Wilson, and Velma Webb of Mount Airy.

The committee, composed of Mrs. W. W. Vass, Miss Elizabeth Dortch, and Miss Nan Smith, Professor of Art at St. Mary's, gave special mention to several numbers and Honorable Mention to those most deserving. Miss Dorothy Taylor's work was "starred" for its design and color; and her decorative compositions, *Aspiration* and *Freedom*, in modernistic treatment received "H.M." Miss Hallie Mae Rollins's *Janitor's Son* received "H. M." also, and was warmly praised for fine treatment of flesh and expression. Miss Nellie Norris's *Silver Moon Roses*, in that most difficult medium, water color, was given "H. M." A block printed wall hanging by Miss Velma Webb was given "H. M." for its excellent design and fine craftsmanship.

The "test compositions" of three of the students were portrait studies and a still life composition of unusual merit. Many friends called during the social hours given to the exhibition and were warm in their congratulations.

THE GENERAL EXHIBIT

There have been more students in the Department of Art this term than ever before. The Annual Art Exhibit on Saturday, May 28, was larger, and showed more varied work, than any

other exhibit that Meredith has ever given. Some of the underclassmen exhibited life studies in charcoal, in red chalk, and in pastel that were noticeable because they represented frank statements of what the students themselves saw. Of these studies Miss Mary Schaub's charcoal sketches were outstanding. Miss Katherine Davis, a sophomore, had a canvas, *K. H. at the Races*, that attracted attention, although it was unfinished. A block printed crêpe coat by Miss Florence Crutchfield, and block printed material by Miss Thelma Mussinan, showed excellent craftsmanship. A composition by Miss Elberta Foster, suggested by the Dennishawn's *Proletariat Dance* and translated into a tile, showed creative ability of unusual order. Some studies done in "mosaic" manner, by Misses Bagby, Hood, and Snead, were delightful in color and in vibrating quality.

The Art Education Class had an excellent showing: masks, hand sewed books, batik-dying, block prints, posters, costume designs, and interior decorating schemes.

The Department of Art is glad to announce that in the future a student may take a major in art, offering technical work in partial fulfillment of the requirements for an A.B. degree.

THE SENIOR PLAY

On Friday evening, May 27, the Senior Class presented the annual play, having selected from the works of Shakespeare the comedy which has never failed to delight the audiences of all ages, *Much Ado About Nothing*.

The play was aptly cast, each character well representing the part portrayed. Miss Beatrice Vogel, interpreting in her usual artistic manner, made a charming and sparkling Beatrice, whose sallies of wit were admirably returned by Miss Lottie Belle Myers in the rôle of Benedick. Miss Margaret Peacock, the lovely but abused Hero, about whom revolved one of the "much ado" plots, played her part well, supported by Miss Lina Lee Spence, who, as Claudio, gave an excellent interpretation of the character. Miss Mary Elizabeth Elam was a dignified Leonato, father of Hero, and Miss Charlotte Makepeace as Don Pedro,

the "go-between" for Claudio, handled a difficult rôle well. Especial mention should be made of the comic figures, Dogberry, played by Miss Prue Choate, and Verges, played by Miss Sarah Elizabeth Jenkins. The way in which the latter maintained the character of the deaf old man deserves high praise. The villain Don John, excellently played by Miss Ethel Swanson, provided the audience with all of the shudders and thrills for which the part called. Ably assisting in the plot of the villain were Miss Elizabeth Stevens as Borachio and Miss Pauline Cagle as Conrade. Miss Lillian Aldridge as Margaret, Miss Rosalie Morrow as Ursula, Miss Norma Smith as Friar Francis, Miss Pearl Williams as the Sexton, Miss Ruth Sample as Antonio, Miss Mary Lucille Broughton as Balthazar, and Miss Kathleen Young as Seacoal, gave in these shorter rôles able support to the main characters.

Much praise should be given to Dr. W. C. Horton for his directing of the production, and to those in charge of the costuming and stage settings for their share in the success of the performance. So well was the acting done that the audience could follow the plot of the story even when the rain, beating a too thunderous applause, drowned the voices of those gallantly attempting to be heard above it.

SOCIETY NIGHT

The Society Night Exercises were held in the College Auditorium on Saturday evening, May 28. After the processional of the Astrotekton and of the Philaretian Societies, Miss Gaynelle Hinton, the president of the Astrotekton Society, gave the welcome, emphasizing the spirit of loyalty and coöperation that has been the true society spirit. Then Miss Mary Lucille Broughton sang two *Bayou* songs by Strickland, and Miss Mary Lee played *Berceuse* by Chopin. Miss Lottie Belle Myers, the president of the Philaretian Society, introduced the speaker of the evening, telling some of his many accomplishments. Besides being the pastor of the Watts Street Baptist Church, Durham, Mr. C. S. Green is the recording secretary of the Baptist State

Convention and a writer on the editorial staff of the Durham papers, the *Herald* and the *Sun*.

Mr. Green spoke on tolerance. After stating that the general idea of tolerance had been too long clouded by the wrong definition, he said that there were two kinds of tolerance, the complete, or unhampered, and partial tolerance. It was the latter kind that he dealt with, and for which he gave a definition, discussing the working of such tolerance in the three fields, religious, political-social, and personal.

The basic principle of toleration, in whatever field it operates, is a considerateness of the rights and privileges and opinions of others. Religious toleration rests on the basic principle upheld by Roger Williams, the right of a man to worship when, where, and whom he pleases, provided there is no interference with the worship and belief of others. Political-social tolerance has as its basis the preservation of state and society; a man has the privilege to behave according to his own ideas so long as he does not act in contradiction to law and morality. Personal tolerance is a patient allowance of things of which one does not approve. Such toleration does not support, hinder, or condemn until after an investigation.

There are certain things which are not to be tolerated, to which no basic idea of tolerance can apply—disregard for government, unjust attitudes, hatred for other nations, growing corruption in office.

Mr. Green reiterated that there is no place for bigotry in a nation founded on tolerance. He pleaded for the well rounded life that is made in and through tolerance.

The presentation of medals and the announcements of honors followed Mr. Green's address. Dr. J. B. Wright, a friend of the College, of Dr. Brewer, and of Mr. Carter, presented the Carter-Upchurch medal to Miss Mary Henley, a member of the Astrotekton Society.

Mrs. C. O. Abernethy, a former member of the Philaretian Society and a loyal friend of the College, presented the Minnie Jackson Bowling medal to Miss Elva Burgess, of the Philaretian

Society. *Humanism in Art and Life* was the title of Miss Burgess's essay. The subject of Miss Henley's essay was *Forgotten Tragedies*.

Dr. Julia Harris, after expressing appreciation for the fact that the Department of English has a part on the program every Society Night, announced that the following had won recognition for independent reading: Misses Erma Fisher, Elberta Foster, Evelyn Fowler, Mae Campbell, Mary Henley, Sarah Elizabeth Jenkins, Eleanor Lilley, Dorothy Merritt, Margaret Olmstead, Nancye Viccellio, Sarah Elizabeth Vernon, Stuart Weatherspoon, Doris Weaver, Carolyn Wray.

Dr. Harris announced that the Elizabeth Avery Colton prize had been won by Miss Grace Lawrence for the best contribution appearing in the *Acorn* during the past year. The contribution was a poem, *Panorama*.

Miss Lillian Aldridge, president of the Kappa Nu Sigma Society, announced that the following had been elected as new members of the honor society: from the Senior Class, Misses Beatrice Vogel, Eleanor Layfield, Lucy Glenn Gill, Frances Sorrell; from the Junior Class, Misses Frances Maynard, Margaret Briggs, Elizabeth Harris, Dorothy Merritt, Martha Viccellio.

Mrs. Gertrude Royster Sorrell presented the cup for class championship in basketball to Miss Virginia Garnett, president of the Sophomore Class, and stated that this class had won the cup last year.

Miss Velma Webb, president of the Athletic Association, presented the victory trophy to Miss Ruth McCourry for being the best athlete and for having shown the best sportsmanship.

The two societies marched out, singing *Alma Mater*, after which a reception was held in the parlors in honor of the officers of the societies and their guests.

COMMENCEMENT SUNDAY

THE BACCALAUREATE SERMON

Commencement Sunday began with the quiet organ prelude, *Cantilene Pastorale*, by Guilmant. After the invocation by President Brewer Miss Ethel Rowland of the Department of Voice sang with the true felling of consecration *The Cross*, by Harriet Ware. The Reverend Forrest C. Feezor of the Baptist Tabernacle Church of Raleigh read the scripture lesson from Colossians 1:1-18, following the reading with prayer. The *Hallelujah Chorus* was devotionally sung by the College Choir, aided by members of the Raleigh Choral Society. The baccalaureate sermon was preached by Mr. Feezor, whose text was Col. 1:18: "That in all things He might have the preëminence." Only one subject, the preacher said, could possibly follow the *Hallelujah Chorus*, and that was the preëminence of Christ. There have been many eminent men, but only one man who was preëminent—Jesus Christ.

In answer to the question, "In what particulars is Christ preëminent," the speaker mentioned first the realms of Personality and of Nature, translating verse 17 of the chapter, "by Him all things consist," as "by Him all things hold together, cohere." Since Christ made the worlds, He is Lord of Nature.

THIS IS THE TRUE GOD

The Maker of the universe
As man for man was made a curse;
The claims of laws which He had made
Unto the uttermost He paid.

His holy fingers made the bough
Where grew the thorns that crowned His brow;
The nails that pierced His hands were mined
In secret places He designed.

He made the forests whence there sprung
The tree on which His body hung;
He died upon a cross of wood,
Yet made the hill on which it stood!

The sky which darkened o'er His head,
By Him above the earth was spread;
The sun which hid from Him its face,
By His decree was poised in space!

The spear which spilt His precious blood
Was tempered in the fires of God;
The grave in which His form was laid
Was hewed in rocks His hands had made!

The throne on which He now appears
Was His from everlasting years!
But a new glory crowns His brow,
And every knee to Him shall bow!

In the realm of Deity Christ is preëminent, for He "is the image of the invisible God." Christ comes to mankind and says: "If you have seen Me, known Me, understood Me, you have seen God." Whatever we may require of God, we know that we require that He may not be less than Jesus. . . . There are in the world three hundred fifty million Confucianists, two hundred thirty million Hindoos, two hundred nine million Mohammedans, one hundred fifty million Buddhists, twenty-five million Shintoists, and fifteen million Jews; but there are over six hundred eighty million Christians who accord Jesus the supreme place in the world of Deity. Christ is also preëminent in the realms of Redemption and of History. . . . Over His head time has been broken into two sections. Even a Gibbon, try hard as he might, could not write a history without Christ. In the worlds of Art and of Music Jesus is also preëminent. If these things are so, then what place is He to have in my life? What place will you give Him in your life? He is the one leader in the world that recognized the same moral law for men and for women. Even today some feel that everything that is suitable for a man is not suitable for a woman. Again, Christ was as generous in His praise of women as of men. The greatest giver mentioned in the New Testament is the poor widow; the greatest lover, the woman who was a sinner; the greatest believer, not even the

Roman centurion, but the woman who besought Him for her child; the greatest worker, the woman of whom He said, "She hath done what she could." . . . Flattery, fame, applause will make claim upon you for preëminence in your life. Class of 1932, who shall have the preëminence? In giving it to Christ, what will be returned to you? John Oxenham says:

LIVE CHRIST

Live Christ, and though the way may be
In this world's sight adversity,
He who doth heed thy every need
Shall give thy soul prosperity.

Live Christ!—and though the road may be
The narrow street of poverty,
He had not where to lay his head,
Yet lived in largest liberty.

Live Christ!—and all thy life shall be
A sweet uplifted ministry,
A sowing of the fair white seeds
That fruit through all eternity.

After the benediction by Mr. Feezor Professor Battin played Widor's *Toccata* as a recessional for the academic procession.

THE MISSIONARY SERMON

At the evening service the religious feeling was deepened not only by the reposeful prelude but also by the excellent singing of the old Crusader hymn, *Fairest Lord Jesus*, and by the inspiring harmonies of the contralto solo with violin obligato of Bartlett's *The Day is Ended*, given by Miss Ethel Rowland and Miss Charlotte Armstrong. The missionary sermon stressed the challenge, "Can we still believe in World Missions?" The speaker began by referring to the preceding prayer that had mentioned daughters of Meredith now on the Foreign Field; then he emphasized various reasons for belief in World Missions. One of these is found in what the Scriptures say about the solidarity of the human race; if we

believe that God made of one blood all nations, then we must believe in giving the Gospel to our brothers—to our sisters especially, if we believe that God has no favorites. Another reason is found in the principle of sharing. Here the speaker read a letter from Mrs. Calvin Coolidge to a mourning mother, a letter filled with sympathy and hope. Why should not we believe in sharing the best the world has ever had, namely, Jesus Christ? A third reason is in the possibilities of human beings, and surely the best chance to develop these possibilities comes through the Gospel. Still another reason concerns the missionaries themselves, who are often said by alien officials to be the best assets of their country. For the last reason, it is the direct and un-withdrawn command and the authority of our Lord and Master: "Go ye therefore." If we do not believe in World Missions, the chances are that we have never come face to face with the blessed Son of God. In closing, Mr. Feezor quoted the following poem:

MY MASTER

I had walked life's pathway with easy tread,
Had followed where comfort and pleasure led:
Until one day in a quiet place,
I met my Master, face to face.

With station and rank and wealth for a goal,
Much thought for the body, but none for the soul,
I had entered to win in life's mad race,
When I met my master, face to face.

I met him and knew him and blushed to see
That his eyes, full of sorrow, were fixed on me;
And I faltered and fell at his feet that day,
While my castles melted and vanished away;

My thought is now for the souls of men.
I have lost my life to find it again,
E'er since alone in that holy place
My *Master* and I *stood*, face to face.

THE ALUMNAE MEETING

The Meredith College Alumnae Association held its twenty-ninth annual meeting Monday, May 30, at ten o'clock, in the Astrotekton Society Hall. Mrs. Maude Davis Bunn of Raleigh, president of the Association, presided over the meeting, and Mrs. Lulie Marshall Wyatt, '09, also of Raleigh, recorded the proceedings.

The program opened with the singing of *Alma Mater*. This was followed by the Lord's Prayer. After a few significant remarks the president introduced Dr. Brewer, asking him to give the Association the facts in regard to the college. Dr. Brewer's address was filled with enthusiastic optimism over our present situation. In spite of the difficulties which the college has faced and is now facing, he feels that, through the loyal support of trustees, faculty, alumnae, and friends, brighter days are ahead.

The speaker for the occasion was Mrs. Edith Taylor Earnshaw, '05, of Wake Forest. She treated her subject, *Problem Solvers*, both whimsically and seriously, but always with the charming manner peculiarly her own. She emphasized Meredith's responsibility in the training of problem solvers for the world.

The Meredith Granddaughters, forty-five in number, were then introduced by their president, Miss Evelyn Squires, daughter of Mrs. Ethel Carroll Squires of Wake Forest. Their feature was a song boosting the Octagon coupon campaign now in progress.

Miss Mae Grimmer made her report under three divisions: that of executive secretary, of treasurer, and of chairman of the coupon drive. Her announcement that the Association had received a check for \$500 from Colgate & Co. for the first hundred thousand coupons turned in was received with much enthusiasm.

The Association was asked to stand while Mrs. Foy Johnson Farmer, '07, of Raleigh, paid a brief tribute to the following

three members who this year have been called beyond: Miss Lucy Bennett, '30, Mrs. Eulalia Huntley, ex-'02, and Mrs. Kate Perry Beddingfield, ex-'07.

There were many contributors to the love-offering made to Mrs. Octavia Norwood ("Son"), in grateful appreciation of her long service as nurse at Meredith.

Thirteen of the twenty-three alumnae chapters made most enthusiastic reports. Much interest was provoked by the discussion of how most wisely to spend the \$5,000 coupon premium. It was decided to divide this fund, when received, among three objects—the college debt, the loan fund, and urgent athletic equipment. All expenditures, however, will be subject to the discretion of a committee.

The following officers, presented by Miss Mary Yarborough, '26, of Raleigh, chairman of the nominating committee, were elected for the coming year: President, Mrs. Maude Davis Bunn, '10, of Raleigh; Vice President, Mrs. Helen Hilliard Leggett, '09, of Scotland Neck; Secretary, Mrs. Elizabeth Purnell Rand, '26, of Garner; Commencement Speaker, Mrs. Annie Thompson Hubbell, '11, of Ypsilanti, Mich.; and Alternate Speaker, Dr. Bessie Lane, '11, of Raleigh.

At the close of the business session the alumnae were taken to the Carolina Hotel for the Alumnae Luncheon. Mrs. Sallie Camp Ray, '13, of Franklin, Virginia, acted as toast mistress and presided charmingly. Mrs. Ray presented the honor guests, Dr. and Mrs. Brewer, Dean and Mrs. J. G. Boomhour, Mrs. Octavia Norwood, Mrs. Jessie Earnshaw, Dr. Delia Dixon-Carroll, Miss Ida Poteat, Miss Mary Shannon Smith, Mrs. Ellen H. E. Price, and Dr. Helen Price.

Mrs. Price delighted her hearers with her talk on the activities of the alumnae of her alma mater, Swarthmore College.

The incoming alumnae were welcomed by Mrs. Maude Davis Bunn, and the response was given in song by the entire class of 1932, who were also honor guests.

Mrs. Mary Carter Ray Abernethy, of Raleigh, extended greetings to the reunion classes, '07, '10, '11, '12, '13, '17, '22, and '30. Several "stunts" were given in response.

Miss Mary Shannon Smith, former professor of history and economics in Meredith, who has been doing some research work in Raleigh for the past winter, was the visiting speaker. Many of her former students who were present were particularly glad to hear her. The subject of Miss Smith's speech was *Women's Responsibility to the Government*.

The luncheon came to a happy close with the singing of *Alma Mater* by the more than two hundred guests present.

CLASS DAY EXERCISES

The class day exercises for the class of 1932 were held in the Meredith grove Monday afternoon, May 30, at five o'clock.

The members of the Sophomore Class, wearing dresses of green linen, carried the daisy chain and formed an aisle for the procession of seniors, who wore orchid and yellow dresses of eyelet embroidery. The line of seniors was led by the class officers: Edwina Martin, president; Charlotte Makepeace, vice president; Nellie Norris, secretary; Beatrice Vogel, treasurer. With the president marched little Betsy Huggins, the class mascot.

Miss Edwina Martin, class president, welcomed the parents, alumnae, and friends, who were gathered in the open court. The class of 1930, the big sister class, greeted in song by the seniors, responded with the traditional "big sister" song of the "even" classes.

Miss Martin announced that the purpose of the gathering was the examination of important documents before the Senior Class family separated to go their various ways. She opened a vault and took out the history of the class of 1932. This was read by the class historian, Miss Minwal Cates, who reviewed some cherished memories of the four college years. The class poem was given by Miss Elva Burgess, the class poet.

The seniors sang to the sophomores, who responded with a song to their big sisters. Miss Prue Choate, the prophet of the class, gave an amusing prophecy concerning the future of the class, revealing many interesting and varied achievements in store for its members.

Miss Martin asked that the president of the incoming Senior Class, Miss Annette Donovan, come to the platform to receive the cap and gown and the crook. Miss Donovan accepted them, saying that the cap and gown are symbolic of the academic traditions, and that the crook is symbolic of the social traditions of the college. As a representative of the class of 1933 she accepted both responsibilities.

The final document was taken from the vault and was read by the class president, revealing in humorous verse that the "depression class" of 1932 was bequeathing to the college its bank account at the Commercial National Bank, with the hopes that it might some day partially express the gratitude of the class.

The exercises ended as the seniors, singing the *Alma Mater*, passed through the daisy-chain aisle formed by the sophomores. The sophomores then marched up to the steps of Johnson Hall and formed a '34 with the daisy-chain, thus signifying that they were accepting the traditions and responsibilities of the even classes.

THE ANNUAL CONCERT

On Monday evening, May 30, the Annual Concert was given in the College Auditorium by students in the Department of Music.

The program was opened by Misses Gaynelle Hinton and Christine Johnson, both members of the graduating class. Their rendition of Rachmaninoff's *Polichinelle*, arranged for two pianos, was both forceful and artistic.

Miss Josephine Arnette, recent winner of second place in the Atwater Kent Radio contest for Wake County, sang Luzzi's *Ave Maria* in admirable fashion. Her tones were unusually sweet and clear.

The organ selection, *In Summer*, by Stebbins, was rendered by Miss Ruth Winslow with considerable skill. This was followed by a piano selection, *Moonlight*, by Debussy, a member of the French Impressionistic School. Playing in her usual gracious manner, Miss Mary Lee created admirably the atmosphere required by the composition.

Two delightful voice trios, sung by Misses Josephine Arnette, Hazel Martin, and Mary Lucille Broughton, were *Highland Love* by Forsyth and *Down in the Glen* by Warren. The voices of the girls blended particularly well in these two selections.

Miss Gaynelle Hinton's assurance and masterly manner of playing were evident in Chopin's *Polonaise in C Minor*, a piece containing the sorrows of a nation.

The violin solo, Godard's *Adagio Pathetique*, played by Miss Eleanor Hunt, pupil of Miss Charlotte Armstrong, was noteworthy for its broad, deep tones, and showed careful training in the handling of the instrument. Of varied moods were the three voice selections, Schubert's *Death and the Maiden*, Salter's *Contentment*, and *Day is Done* by Lang, sung artistically by Miss Mary Lucille Broughton.

Miss Elizabeth Bird, another piano major of this year's graduating class, played in an easy and charming manner the sparkling *Rhapsodie in C Major* of Dohnanyi, a modern Hungarian composer.

Under the very capable direction of Miss Ethel Rowland the Glee Club was at its best in a group of songs, done with all the contrasting and varying effects needed for such compositions as Weaver's *Moon Marketing*, Farley's *Night Wind*, and Curran's *Dawn*.

The delightful program was effectively brought to a close with the two piano arrangement of Chabrier's *Espana*, played by Misses Mary Lee and Lucile Johnson with all the dash and sparkle of the true spirit of the Latin race. The intricate rhythm was especially well brought out.

The unusually large audience was both enthusiastic and appreciative of the splendid results of the work done by the Depart-

ment of Music. Miss May Crawford should be given credit for the arrangement and direction of the program.

THE GRADUATING EXERCISES

The graduating exercises of the class of '32 were held in the College Auditorium at 10:30, Tuesday morning, May 31. The academic procession, with eighty members of the class at its head, followed by trustees, speakers, faculty, and alumnae, formed in Johnson Hall and marched across the campus to the auditorium. While the procession was taking its place, Mr. Battin, of the Department of Music, played as a prelude Handel's *Largo*. After the invocation by Dr. R. T. Vann, former president of Meredith College, the College choir, assisted by members of the Raleigh Choral Society, sang *The Heavens Are Telling*, from Haydn's *Creation*. The solo parts of the anthem were sung by Mrs. Peyton Brown, Miss Rowland, and Mr. Luther.

Dr. Bernard C. Clausen, of Syracuse, New York, delivered the address to the graduating class. Dr. Clausen began his address by saying that it is possible to discover the temper of the public mind of any period by an examination of the slang of the period. The slang phrase of Roosevelt's day, "twenty-three, skidoo," reflected the quick, curt, decisive character of the moment; "applesauce" in Wilson's administration was the phrase which greeted the studious pronouncements of the White House; "ish ka bibble," "I should worry," in Harding's time was the production of an age irresponsible in national and in local affairs and quite unaware of the dreadful tragedies congealing beneath its surface. What is the phrase which characterizes the present, Mr. Hoover's administration? "Well, for crying out loud!"

Why should this slang expression, asked the speaker, have made such an appeal to modern young people. Two reasons were given in answer. It appeals, first, because of what it does not say. By just avoiding profanity, it gives the exhilaration of the flavor of wrong doing without the fact, an indulgence as attractive and dangerous as is skating on thin ice. In the second place, it appeals because of what it does say, labelling with sneer-

ing scorn the sin of "crying out loud." Crying for what one wants begins in babyhood. Later on, life does not respond, and so this kind of crying is transformed into crying for what has not been received, the bewailing of the ills of an environment which one has not succeeded in controlling. This results all too often in a form of insanity. Of the 400,000 persons in the United States who are suffering from mental ill-health, 200,000 are afflicted with dementia praecox, a disease which furnishes the greatest single threat to the health of America. In its essence this disease is the babyhood habit of "crying out loud." The sufferer prefers to live in a fantastic, unreal world rather than to face strenuous discipline or personal defeat.

Various classes of people, so Dr. Clausen stated, do their "crying out loud" in various ways. Women, for example, choose as their chief topic of conversation "operations." Men have the no less pernicious habit of collecting stories of disaster, and of gloating over them as does a connoisseur of gems over his collection of jewels. When reproved for this unwholesome attitude, the business man excuses himself on the ground that one must face the facts. Admitting the truth of this statement, the speaker suggested the possibility of getting a decent assortment of facts and mentioned at this point three quite worth facing. America has a higher level of purely material prosperity at this, its low spot of depression, than any nation in the world has ever occupied at its highest point; the average American citizen possesses six times the buying power of the average citizen of Soviet Russia; and the taxes paid by the average citizen of England are five times as great as the taxes paid by the average American citizen. If a nation can rise to great heights of bravery and refuse to "cry out loud" when challenged by war, why is it not possible to rise to equal heights of bravery in confronting the vastly more important challenge of the struggle which is going on today in the realm of ideas? Three great ideas are struggling for recognition today. The first of these is in the field of government, the struggle of free speech and representative government against the dictatorship of the few. The second,

in the economic field, is for business that can be built on the basis of integrity. The third is the Christian idea that in adverse circumstances there is a challenge to the soul to show of what stuff it is made. These three challenging ideas call for Spartan courage on the part of thoughtful people today.

In closing Dr. Clausen referred to a rare friendship between himself and a man condemned to prison for twenty years. This prisoner helps young men in prison, and through correspondence helps them after they are released. He recently wrote Dr. Clausen, upon learning that his resignation from his pastorate in Syracuse had not been accepted by his people, "I guess it is up to both of us to do the best we can with the jobs we've got."

After the address the choir sang Haydn's anthem *Sing the Lord Ye Voices All* from *The Creation*, Mrs. Brown, Miss Rowland, and Mr. Fletcher singing the solo parts.

President Brewer presented diplomas to the eighty-three graduates. His address to the class emphasized the necessity for optimism and courage.

In presenting the Bibles from the College to the graduates, Dr. Spilman spoke briefly of the Bible as a complete library which satisfies every need and every mood.

After the singing of the *Alma Mater* Dr. Clausen pronounced the benediction, and the session 1931-1932 was brought to a close.

THE PRESIDENT'S ADDRESS

Young Ladies of the Graduating Class:

On this auspicious occasion I wish to extend to each of you my hearty congratulations. This day marks the closing of four years of consistent work in college and the commencement of a new epoch in each life. You will have mingled feelings in connection with both the closing and the commencement. You have a right to rejoice over the achievements of the four years and to feel a thrill because of their successful completion. At the same time you dread the necessary separation from friends and scenes that are dear to you. The commencement of the new

epoch likewise brings a quickened pulse and a radiant hope. At the same time you may be conscious of the approach of novel responsibility. Let me urge you to let the pleasant features of this present situation linger with you and meet calmly whatever life may have in store for you. As you know, most of our worries are about possible events that never occur. You are separating from friends you have found here, but these friendships will go with you through life, and ever and anon there will be reunions and renewals. You dread the future? The very mystery of it is enchanting. The possibilities are acknowledged to be unlimited and therefore powerfully stimulating.

It happens that your commencement comes in the midst of economic depression. Financial distress is universally prevalent. This period follows one of unrivalled financial prosperity which many people felt could never end. Its close came as a bolt from a clear sky. Its shock stunned the world and the end is not yet discoverable. Does it appear to you to be a misfortune that you are to take your place in world affairs at a time like this? If so, I should like to call your attention to some reassuring considerations.

It seems to be a fact that periods of depression and periods of prosperity have followed each other with marvelous regularity ever since the beginning of recorded history. Since this is true, it is inevitable that each graduating class will begin either at a time of inflation or at a time of deflation. Beginning, as you do, in a period of deflation may not, therefore, be an unmixed evil. This is a time for planning and for preparation. While results of excessive inflation are seen on every hand, involving financial disaster for many, yet, judging by former experiences, we may expect with confidence better things in the not distant future. Now is a time for heroism. Now is a time for making foundations broad and deep for the superstructures soon to appear.

Let me remind you of another great fact: Suffering makes the whole world kin. No one fails to understand this principle today. And the situation is enabling us to receive revelations that are

new to us, perhaps, but most helpful. As one has said, "Night brings out stars as sorrow shows us truths." Longfellow tells us we may "Know how sublime a thing it is to suffer and be strong."

The fact that all are experiencing the same hardships and practicing the same self denials brings us to a fine sympathy each for the other and tends to break down any middle wall of partition between one group and another. It reminds us of the well established principle that no bargain is ultimately a good one for either party to it unless it is at the same time a good one for both. Financiers and farmers, business men and those in the professions, manufacturers and producers of raw materials, are having a striking demonstration of the fact that no one can sell unless there are those with money or credit who can buy; that a fair distribution of what we call wealth is for the benefit of all. If the present suffering is going to impress these principles upon people, in an effective manner and to a worthy degree, then surely their suffering will not have been in vain.

Again, I remind you that such times as these lead us to make a fairer and saner estimate of value. You will recall the incident recorded in the life of Jesus in connection with the young man who claimed that his brother ought to divide some property with him. He sought the assistance of Jesus in making his brother do this. Jesus would not be drawn into the contest. The incident gave Him, however, an opportunity to state a great universal truth in the words "A man's life consisteth not in the abundance of the things which he possesseth." He made the meaning clear by using a parable. A rich man's fields brought forth plentifully. His little barns would not hold the crop. He built larger barns. He congratulates his soul that he had much goods laid up for many years. He could take his ease, eat, drink, and be merry. But the Lord appeared to him with the announcement that "this night thy soul shall be required of thee," followed by the question, "Then whose shall those things be which thou hast provided?" Material things are temporal and fleeting. How true this statement is and how thoroughly it has been demonstrated, many today

can testify out of experience. Banks have failed, business has gone into bankruptcy, land has disappeared from the market, currency has been withdrawn from commerce. Who has got all these things? Nobody seems to be able to answer that inquiry. We do know that there are those who have lost. Now, contrast this experience with some other sayings of Jesus: "Seek ye first the Kingdom of God and his righteousness and all these things shall be added unto you." "Man shall not live by bread alone, but by every word that proceedeth out of the mouth of God." Spiritual things are eternal.

It is a good time for us to make a true appraisal of values, to place emphasis on that which is real and to invest in that which is permanent. In a recent issue of a certain publication appeared an article under the title "I Am Still Rich." The author says some things so pointedly and so clearly that I venture to quote. He says: "It may be true that I have much less to live on than I had a year ago, but it is certainly true that I have just as much as ever to live for. The real values of life are unshaken and solid. My two-hundred-thousand dollar eyes are just as good as they ever were. Every landscape and sunset is mine if I want it. A hundred-thousand dollar sense of hearing is still unimpaired and by it I become an heir to a world of beauty and inspiration. The depression has not lowered the value of a single friendship. My faith in the goodness of the universe is unimpaired. No nation becomes great by becoming rich. Neither does a man find enduring satisfaction in life by something—only by becoming something. This depression has cost us some of the things we created but it has robbed us of none of our power to create. We may lose some beautiful things but we have lost no love of the beautiful. It is a challenge, not a catastrophe. The last six months have been for many men a thrilling spiritual adventure through which they have discovered their real wealth. Bereft of dividends and profits they are discovering the sustaining power of a strong religious faith, the abiding values of courage, heroism, honor, charity, and trustworthiness. A financial crisis can wipe out profits and bring

business to a standstill but character is beyond its reach. It can rob us of all we have but it cannot affect what we are. I am still rich because I am independently rich—none of my wealth depends upon business conditions or market reports.”

We send you out, young ladies, as heralds of good will and good cheer. Carry hope to those who are in confusion or in utter darkness because of present conditions. Such a mission will bless you and you will be a blessing to others.

HONOR ROLL

FIRST HONOR

Cornelia Atkins, Sanford; Evelyn King Barker, Leaksville; Katherine O'Brian Blalock, Oxford; Pauline Bowers, Wake Forest; Margaret Briggs, Raleigh; Evelyn Crutchfield, Woodsdale; Mary Florence Cummings, Reidsville; Arline Daniel, Pleasant Hill; Elizabeth Wynn Dunn, Raleigh; Lucy Glenn Gill, Raleigh; Frances Gray, LaGrange; Elizabeth Harris, Seaboard; Sara Elizabeth Herring, Dillon, S. C.; Elizabeth Frances Hester, Goldston; Gaynelle Hinton, Clayton; Charlotte Hooper, Robbinsville; Eleanor Louise Hunt, Apex; Melba Hunt, Apex; Meredith Johnson, Mount Olive; Ruby Tillery Johnson, Scotland Neck; Dura Jones, Mayodan; Annie Carmen Keith, Apex; Mary Elizabeth Kemp, Zebulon; Grace Lawrence, Apex; Eleanor Layfield, Raleigh; Elizabeth Denmark Lee, Florence, S. C.; Mary Pettigrew Lee, Florence, S. C.; Eleanor Ruth Lilly, Raleigh; Frances Burns Maynard, Raleigh; Susannah Mercer, Raleigh; Isabel Robeson Morgan, Raleigh; Margaret Olmstead, Southern Pines; Margaret Peacock, Benson; Janet Ann Peters, Euclid, Ohio; Inez Poe, Apex; Pearl Robertson, Knightdale; Hallie Mae Rollins, Marshville; Martha Louise Salisbury, Scotland Neck; Ruth Melville Sample, Elizabeth City; Mary Helen Sears, Morrisville; Jean Simpson, Madison; Frances Sorrell, Cary; Dorothy Taylor, Wilson; Margaret Tilghman, Raleigh; Mary Frances Underwood, Sanford; Martha Elizabeth Viccellio, Chatham, Va.; Nancye Blair Viccellio, Chatham, Va.; Doris Weaver, Lexington; Beulah Whitbeck, Mayodan; Ruth Onella Winslow, Hertford; Carolyn Lamar Wray, Gastonia.

SECOND HONOR

Mary Elizabeth Armbruster, Raleigh; Vivian Pauline Cagle; Martha Castlebury, Raleigh; Elizabeth Minwal Cates, Burlington; Nellie Louise Correll, Raleigh; Helen Adelia Dozier,

Japan; Annie Early, Windsor; Mary Elizabeth Elam, Kings Mountain; Erma Fisher, Southern Pines; Charlotte Gammage, Miami, Florida; Mary Clifton Henley, Raleigh; Susan Bradsher Hester, Roxboro; Miserere Hettrick, Elizabeth City; Sarah Elizabeth Jenkins, Rosemary; Frances Lucille Johnson, Raleigh; Mary Louise Johnson, Raleigh; Mary Allyn Lewis, Kinston; Charlotte Makepeace, Sanford; Rachel Griffin Marshburn, Rocky Mount; Mildred E. Moore, Pageland; Lottie Belle Myers, Monroe; Frances Pate, Rowland; Pauline Perry, Winston-Salem; Dorothy Phillips, Cary; Grace Ione Sale, Raleigh; Lina Lee Spence, Raleigh; Ethel Elizabeth Swanson, Lenoir; Louise Thomas, Ramseur; Mary Eleanor Tucker, Raleigh; Mary Laura Vaughan, Nashville; Sarah Elizabeth Vernon, Burlington; Beatrice Vogel, South Norwalk, Conn.; Marguerite Warren, Dunn; Virginia Elizabeth Watson, Raleigh; Mabel Hawley Yarborough, Jonesboro; Nell York, Cary.

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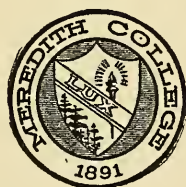
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1932-1933

IN DEFENSE OF SCHOLARSHIP

WILLIAM LOUIS POTEAT

Founders' Day Address



Published by Meredith College in November, January, March, and June

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MEREDITH COLLEGE

IN DEFENSE OF SCHOLARSHIP*

WILLIAM LOUIS POTEAT

Founders' Day Address, Meredith College, February 3, 1933

Ten centuries are chronicled in the stones of Oxford. That long history has been made honorable by the noblest of achievements. By some strange secret, says Professor Gilbert Murray, it has preserved the power of training in its best men a habit of living for the things of the spirit, and the purpose to glorify God by the pursuit of knowledge. Thirty-four years make a short period in the life of an institution like this, but the aim and set of it are even now discernible, and its achievement in the lives of its best women already shows the reign of the spirit and the consecration of knowledge, as at Oxford. Certainly the founders of Meredith pledged it brick by brick, department by department, to these noble ends. Of course, such an issue and fine fruit of university studies requires a favoring atmosphere in which to grow. It comes mainly by the contagion of fellowship, by association with persons who have attained this inward excellence and beauty, whether walking literally by our side or giving themselves to us with less reserve in the bright pages which are the transcript of their souls. Our guides to culture are men and books, which is to say, men: for Milton taught us that a good book is the precious life-blood of a master spirit embalmed and treasured up on purpose to a life beyond life. Accordingly, in Matthew Arnold's phrasing, culture is the fruit of acquainting ourselves with the best that has been known and said in the world.

Acquaintance with the best is scholarship; the fruit of it ripening into refinement, elevation, sensitiveness, courage, and

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wisdom, is culture. This acquaintance with the best may be but a speaking acquaintance, able merely to recognize and locate against any future need of expansion. Or it may be ultimate and free and happy. It may vary also from field to field. But the scholar may be at home in every province of the intellectual realm, certainly able to read its symbols and interpret its significance. Gilbert Murray may be forgiven only a speaking acquaintance with the science of physics, provided he is not contemptuous of it. Shakespeare may be forgiven his little Latin and less Greek, provided he is respectful enough to those ancient cultures to dig into them for the materials of his art. Millikan might have been a professor of Greek but for the chance occurrence which turned him into physics. That wizard of mathematics so disrespectful of the cosmos as to upset it, so free with the stately law of gravitation as to bridle it, yet loves his Wagner and Bach. The Huxley or Romanes of biology allows his spirit wings in the aery architecture of the sonnet. And an English poet of the day writes,—

I might have been a poet still,
I might be singing carelessly,
Had some one not come up one day
And sown philosophy.

You picked women of this college have had here the privilege of fellowship with men and women of culture. They have walked with you through the literatures of the world and the laboratories of science. They have themselves followed the history of the human spirit and marked its triumphs. They have led you along that brightening path. They have themselves pressed resolutely into the mystery which envelops us on every hand, and they have asked you to share with them that holy adventure. They have seen the radiant and ordered beauty of our Father's house of many mansions, from whirling electrons to whirling universes of stars, and these years they have been showing you about the place, like the interpreter of the old allegory. And you—they have seen you, shy and

awkward, gaining by degrees confidence and ease of manner. They have seen that subtle sculptor, intelligence, re-chiselling your countenance, your vagrant interests settling to a consistent purpose, your spirit shedding the fetters of selfishness, ideals organizing themselves in character, dreams becoming policies, your intellectual horizon widening, your attitude softening into catholicity; in short, girls growing into women, alert, thoughtful, emancipated, self-controlled and happily at home in the world of men and things.

This is culture in process and result. It authenticates itself by what you are, not by what you have; by the way you feel, not by what you know; by the fellowships of your spirit, not by the work of your hands. It is inward wealth which accountants cannot inventory, which time, the pilferer, cannot reach. The secret of your power now and in mid career is there. And in after years when fortune still waits below the horizon, when friends fall away, when outside activities and interests steadily contract with the inevitableness of fate, these inner resources will guarantee your independence and refresh you as fountains in waste places where no water is.

People commonly think of institutions of learning as places where learning is kept in storage, and if you have money, you may journey to them and buy as much as you can carry away, as the sons of Jacob journeyed to Egypt to buy corn. But we know that the best service which such institutions can render us is to develop in us "the instincts of the gentleman and the horizon of the scholar," to discipline our rudeness into refinement and to transfigure our common clay with the love of learning. We must admit, however, that this ennobling discipline and enhanced quality of life are not consciously sought by the majority of the college population. Eighteen per cent of our young people of college age are in college. And they present varied types. One has come up because it is nice to go to college; most nice people go. Another is driving a bargain for enhanced earning capacity. And there are the wise guys, they are so called, who seek a new thrill in

the dissolute elements of life in a new situation. Every college has a chapter of A. S. R. fraternity—the Amalgamated Sons of Rest, whose constitution has but two articles,—one announces the fraternity name, the other prohibits all work between meals. The prig appears also, the animal over-fed for its size. The vulgar snobs of sophistication are there, strutting insolently in a lofty cynicism, contemptuous of ideals, of restraint, and the decent conventions of our ordered life. The idle rich committed without reservations to “having a good time.” The children of the underprivileged who have understood the colleges to be places for elevating children above the social rank of their parents. The devotees of extra-curricular activities, with which studies are not allowed to interfere. And the saving salt of a sound and humble scholarship, which owns its indebtedness to the past and the gravity of its task in the blundering present, like the bare twenty-four whom Harvard proposes to strain out of its hundreds of graduates to constitute its “Society of Fellows,” giving themselves wholly to productive scholarship and preparation for it.

Besides this rising tide of youth sweeping through our universities, colleges, and professional schools, there are twice as many students of home study courses directed by the universities. And at least one writer thinks that Sinclair Lewis, Mencken, and others of their ilk have made American business men “culture conscious,” and bankers, real estate salesmen, auto mechanics and plumbers’ assistants are neglecting their business to read poetry and philosophy, with the practical result of the wide-spread financial depression.

And yet with all this study in and out of educational institutions we remain an ignorant nation. Let me illustrate. A big publisher tells us that there are three or four thousand poets in the United States. Drop one thousand. We can spare them well. Say three thousand. Mr. Ogden Nash is one of these, “a new voice” in American poetry. Take a sample or two.

Like an art lover looking at the Mona Lisa in the Louvre
Is the New York Herald Tribune looking at Herbert Hoover.

Or this,

Candy
Is dandy,
But liquor
Is quicker.

Or this,

The turtle lives 'twixt plated decks
Which practically conceal its sex.
I think it clever of the turtle
In such a fix to be so fertile.

The volume of this sort of material is described as a best seller probably because, as Christopher Morley says, Nash's verses precisely click with the wave-length of 1931.

Mr. Mencken says of "Middletown," which he considers one of the most valuable documents ever concocted by American sociologists, that the record shows the normal American to be a man of almost unbelievable stupidities, well fed, well dressed, complacent and almost destitute of ideas. A few days ago I heard Professor Laski, of London, say: "We Europeans respect American power and appreciate American good will, but sometimes we have some doubt of American intelligence." See how we are duped by propaganda,—political, into acquiescence in the wicked and stupid ever-rising protective tariff; religious, the amazing fundamentalist movement, in which one thought now and again of a saying of Montaigne, "It is setting a high value on one's opinions to roast men on account of them." Think of the every morning meal, form and content, which the newspapers provide, as they say, at the public demand. And the low level of movie presentation. And the domination of all our life by the economic motive. On the front wall of a bus is a placard reading, "Smile, it pays." So a genial temper is commercialized. It

is justified by its economic value. Its counterfeit is worth as much. An electric ventilating equipment advertisement reads, "Bad air is bad business." So health is commercialized. Scholarship itself is commercialized. Why take the trouble to grow your own? Rent or buy another's. Is it an essay or sermon or speech you require? The Speaker's Library will build it complete for your individual use on any subject for \$3 per thousand words. And there is a bargain counter of sermons on Lot's Wife, The Unpardonable Sin, The Second Coming, Christian Socialism, etc.—any nine for \$1, any twenty for \$2. The more you buy the cheaper they come. The service is "strictly personal and confidential." So without peril of exposure you make the impression of scholarship with a small equipment—a little conscience and a little cash. And this trade in fake scholarship appears to prosper.

I challenge you, in all the horizon of our public life name me a man of great leadership. James Bryce said that the only thing remarkable about American presidents was that being so commonplace they should have climbed so high. That was written before Wilson's time. And the appearance of that scholar in politics so flatly contradicted the tradition of the office that it was the occasion of no little surprise and merrymaking. Similarly the practical politicians a year or so ago were amused that a Yale professor had become Governor of Connecticut. It is a long time since Thomas Jefferson said that he would rather be known as the founder of the University of Virginia than as a president of the United States. And does it not seem necessary to provide somehow a kindergarten for the benefit of the United States Senate? It is so stupid, as well as shameful, to hesitate about adherence to the World Court and to keep our great country, in company with Russia and Mexico and Afghanistan, aloof from the organized intelligence and conscience of mankind. The trouble with us is that here political life is a business or profession, and men go into it for what they can get out of it. Contrast England, where only chairmen and secretaries of party asso-

ciations make any money by political activities, and men of ability, learning, and rank hold administrative posts, sit in Parliament, and pursue politics for the sake of fame, power, or excitement. It is no surprise, therefore, to find a Prime Minister President of the British Association for the Advancement of Science, or a Secretary of State for War write a treatise on Relativity and hold the Rectorship of Edinburgh University.

Extend your observation into the educational field itself. Push open college and university doors and look about you. Here is a college student writing a note to a young lady asking if he might call on her at four a.m., and admitting when he showed her reply that he did not know the difference between p.m. and a.m. A professor of Bible asked "What were the food, language, and dress of John the Baptist?" Ans.: "His food was that of other people, his language was elegant, and he was dressed in swaddling clothes." A professor asked freshmen for what certain persons and places were famous, and got these written replies: "Roosevelt was a great railroad man." "Darwin, for his writings on the Underworld and Hades." "Martin Luther, for starting the Catholic Church." "David, for resisting temptation and being in the den of lions." "The Sermon on the Mount was preached by Moses about A. D. 40." "Athens, a great city in Rome where many unhappy occurrences took place in Biblical times." A student, looking for the Rhine River on the map, was asked in what direction it flowed. He replied that it flowed south. "In that case," said the professor, "The Rhine would deluge Europe with the North Sea." "Professor," said the student, "you may be a learned man, but you can never convince me that a river runs up hill, for we say up north and down south."

Press, if you dare, into the faculty and look about you. Here is a Ph.D., the subject of whose thesis was "Family Bereavement." There is another whose thesis determined the bacterial content of cotton undershirts. And what sort of inspiration and guidance for aspiring youth could be found

in a professor who won his doctorate on "Photographic Study of Boiled Ice?" One professor is reported to have spent three years and \$42,000 making a list of the miscellaneous things which a teacher has to do and the eighty-three personal traits which he must possess in order to do them. It is eighty-three, understand, not eighty-two. Such scraps of information, in and of themselves, have nothing to do with scholarship or culture. That is on another plane, where thought is active, the humane feelings play, and the vision of beauty lifts itself up before responsive eyes. A specialist is a man with one interest and no horizon.

And there is the curriculum. It is printed. Any man may look at it. I do not guarantee that he will understand it. Nothing in American life has developed faster, if you mean by development increase in complexity of structure. Indeed, the extended and varied program of education is probably the outgrowth and expression of the multiplied interests and activities of our new time. And we may go further and agree with Santayana that all studies are good—why else have universities? It is said, moreover, that a college of liberal arts will show itself vital by response to its environment; that it is but simple justice that it serve the community which maintains it. Accordingly, with this appeal and justification there has been a frontal invasion of the field of higher education by the mercenaries of vocationalism threatening the citadels of scholarship throughout the country. The expansion of American industry has tended to push profit-making into the primacy of human interests, and intellectual, aesthetic, and moral concerns, which ring no cash-register bells, have suffered some disparagement of their former prestige. Another factor of the situation has one eye on a big college enrollment and the other on the American policy of democracy in education—take all who offer, educable and ineducable. Of course, in order to keep what you catch, the ineducable must be provided for. They will make good in Banking and Business Administration, in Modern Salesmanship, in Real Estate, in

Advanced Tailoring, Practical Poultry Raising, Elementary Millinery, and the Care of Lawns. And so, rather than cut the enrollment we cram the curriculum. In they go, these courses and a hundred others. Lowering of standards, increase of budget, and dissipation of energy, inevitably follow, and scholarship is betrayed in the house of its friends.

Who wonders that a university of ten thousand students cannot find among its own alumni a man fit to be its president? That the clamor for intellectual leadership gets no answer? That, according to a foreign observer of experience and distinction, the few well educated persons he had met in America were all about sixty years old, and not one below that age impressed him as even respectably educated? Albert Jay Nock, to whom I am indebted for this observation, declares that, with relatively poor equipment and no better raw material or pedagogy than ours, French institutions turn out extremely well-educated men, and ours do not. He thinks that the trouble is that the American system from beginning to end is gauged to the run-of-mine American, rather than to the picked American, whereas the run-of-mine Frenchman gets no nearer the university than the adjacent wood-pile. Forty years ago this French policy obtained in America; run-of-mine aspirants could not make the grade.

An adult illiterate student in a big university wrote, "Modern dress is extreme and ought to be checked." I beg to insist that a check is demanded on the progressive variegation of this Joseph's-coat curriculum. I am not concerned with the garment's length, but with its screaming dissonant colors. I do not propose to lower it above and heighten it below. A distinguished North Carolina lady, beginning an address, said that a speech ought to be like a woman's dress, long enough to cover the subject and short enough to attract attention. Such proportions in the curriculum would please me,—long enough to cover the intellectual and moral riches of the race, short enough to win the capable and the responsive.

But our educational prophets are confused by our complex and changing civilization. Our universities, they say, are instruments for adjusting our young people to the bewildering life of the twentieth century, and must, therefore, provide a wide range of liberal and professional opportunities. Maybe so, but discriminate.

The road to scholarship does not always run through a college campus. Think of Burns and Darwin and Browning. Mr. Van Loon thinks that, until the American college shall have caught up with the times, his boys would have a better opportunity in the little boat of Jack Mulhaley, who does know lobsters and can talk of them with feeling. And Herman Melville, perhaps the brightest light in American literature, says, "A whale ship was my Yale College and my Harvard."

Discriminate further. The universities are not developing scholarship and enlarging the intellectual life when they teach tailors to cut and sew, farmers to keep bees and raise poultry, merchants to conduct a mail order business, landlords to rent and lease successfully, or salesmen to mislead people about their own desires. What have they done to the man? They have put a tool in his hand, but the man who wields the tool they have left alone.

Discriminate yet again, and this fog of "the new day in which we live" will lift and melt. It dreadfully needs to be remembered that what is new in our civilization is in the externals of it, the machinery of it. The fundamental interests and needs of human life remain the same. Let the conditions and apparatus of civilization be yet further improved and, if need be, become more complex, in order that these universal and timeless concerns of ours may be the better served. The Sabbath was made for man, said the Master, not man for the Sabbath. The institution justifies itself by the service which it renders. It has no meaning otherwise. I am my mind. I possess instruments. I have a fountain pen, an automobile, a radio, a microscope, a telescope. These are my tools in the service of my mind. Do they make me a better man than

my Scotch grandfather, who had none of them? Do these things bewilder me or change the center of gravity of my life? I can live without them. Other men have lived without them. Plato did, and Jesus and Vergil and Dante and Shakespeare and Washington. What do I want with a fountain pen but to trace the intimate symbols of friendship? what with an automobile but to get home the sooner? what with a radio but to hear the rustle of the garments of beauty sweeping through the world? what with microscope and telescope but to extend the horizon of my soul? Let the new powers make more secure and ample the economic foundation of my life, but you must not expect me to live in the foundation. You will find me in the statelier sunlit mansion above it. I reassert my mastery in the midst of these marvels of modern science. I bow to no machine. I allow it no significance whatsoever except as it ministers to Personality, before whose sceptre the whole round of nature bows. *Mihi res, non me rebus.*

And so I decline to adjust myself to the new order. I adjust it to my needs. Our scientific civilization is not an end, but a means to an end. The eminent Britisher's definition suits me—civilization is a condition of social life in which men have leisure for noble ends. And we are lost, if in our industries and the material means of existence we sink out of sight of these noble ends. We are lost, I tell you, professors, academicians, doctors, dons, graduates, Phi Beta Kappas, all lost in a common vulgarity, if in the academic, economic, and social phases of our life we do not insist on the eternal supremacy of mind over things, and hold the guardians of our intellectual and spiritual inheritance, our colleges and universities, to their proper task of growing men and women to share this inheritance and pass it secure and enhanced to their successors.

Permit me to add a concluding word. What I have said of civilization is true of culture. However satisfying and charming it may be, culture is not an end in itself. The first motive which ought to impel us to study may be, as Montesquieu said, to augment the excellence of our nature and to make

an intelligent being yet more intelligent, but it is not the last motive. An enriched and trained intelligence, a moral sense enlightened and disciplined, refinement of manners, tastes, and feelings, generosity and tolerance of spirit, are the badges of culture wherever they appear, and they adorn any life. But culture is not ornament. Somebody wrote lately of the brilliant Dean of St. Paul's, copying what Tennyson said of Hallam, that he wore his learning like a flower. No; learning is not a removable ornament. Removable beauty is not beauty. It is affectation. Culture is rather a certain quality of the tissue of the organism itself. It is not ornament, but equipment. And if pure learning is to survive as one of the purposes of universities, as Mr. Bertrand Russell says, it must be brought into the service of the community as a whole, and not merely provide refined delights for a few gentlemen of leisure. A barren intellectualism wants justification. And my word to you women of capacity and distinction in Meredith College must be Browning's, himself one of the scholars of his time—

Know, not for knowing's sake,
But to become a star to men forever.

HONOR ROLL

FIRST SEMESTER, 1932-1933

First Honor

Blanche Allen, Cary; Ruth Couch Allen, Raleigh; Cornelia Atkins, Sanford; Elizabeth Austin, Winston-Salem; Evelyn Barker, Leaksville; Katherine Blalock, Oxford; Margaret Briggs, Raleigh; Martha Castlebury, Raleigh; Janes Elizabeth Cates, Leaksville; Mary Chandler, Durham; Mary Creath, Woodsdale; Evelyn Crutchfield, Woodsdale; Mary Florence Cummings, Reidsville; Elizabeth Davidson, Raleigh; Annie Lucile Early, Windsor; Catharine Farris, Raleigh; Arabella Gore, Raleigh; Frances Gray, LaGrange; Elizabeth Harris, Seaboard; Charlotte Hooper, Robbinsville; Eleanor Louise Hunt, Apex; Melba Hunt, Apex; Mary Louise Johnson, Raleigh; Meredith Johnson, Mount Olive; Grace Lawrence, Apex; Elizabeth LeGrand, Shelby; Irene Little, Raleigh; Frances Maynard, Raleigh; Isabel Morgan, Raleigh; Inez Poe, Apex; Pearl Robertson,

Knightdale; Norma Rose, Wadesboro; Grace Sale, Raleigh; Mary Helen Sears, Morrisville; Jean Simpson, Madison; Marjorie Spence, Lillington; Sarah Elizabeth Vernon, Burlington; Martha Elizabeth Viccellio, Chatham, Va.; Nancey Blair Viccellio, Chatham, Va.; Carolyn Wray, Gastonia.

Second Honor

Mae Campbell, Danville, Va.; Nellie Louise Correll, Raleigh; Katharine Davis, Winston-Salem; Hester Denslow, Miami, Fla.; Dorothy Dockery, Mangum; Annette Donovan, Greensboro; Helen Dozier, Japan; Evelyn Fowler, Tabor; Sara Elizabeth Herring, Dillon, S. C.; Lula Belle Highsmith, Raleigh; Elizabeth Jacobs, Scottsboro, Ala.; Elizabeth Lee, Florence, S. C.; Doris Lineberry, Raleigh; Mildred E. Moore, Pageland, S. C.; Mildred K. Moore, Kinston; Edna Lee Pegram, Raleigh; Mildred Elizabeth Taylor, Snow Hill; Louise Whitehead Thomas, Ramseur; Margaret Tilghman, Raleigh; Mary Laura Vaughan, Nashville; Ruth Alice Ward, Elizabeth City; Zellah Washburn, Kingston, Jamaica.

POINTS

<i>No. of Classes per week</i>	<i>Points for first honor</i>	<i>Points for second honor</i>
12	27	22
13	29	24
14	31	26
15	33	28
16	35	30
17	37	32
18	40	34

GRADES

- A gives 3 points per semester hour of credit
- B gives 2 points per semester hour of credit
- C gives 1 point per semester hour of credit
- D gives 0 point per semester hour of credit
- E gives —1 point per semester hour of credit
- F gives —2 points per semester hour of credit

SERIES 26

MARCH, 1933

No. 3

MEREDITH COLLEGE

RALEIGH, N. C.

QUARTERLY BULLETIN



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1933

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1934

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Calendar for the Year 1933-1934

Sept.	13.	Wednesday	9:00 a.m.	Matriculation and Registration of new students. Examinations for making up conditions of last semester.
Sept.	14.	Thursday	9:00 to 3:00.	Matriculation and Registration of former students.
			8:30 p.m.	Formal opening.
Sept.	15.	Friday	8:30.	LECTURES and CLASS WORK begin.
Nov.	23.			Applications and schedules of students who are to take examinations for making up conditions are to be filed in the Dean's office.
Nov.	30.	Thursday		THANKSGIVING DAY, a holiday.
*Dec.	20.	Wednesday	noon	CHRISTMAS VACATION begins.
Jan.	3.	Wednesday	1:45	CHRISTMAS VACATION ends.
Jan.	11-16.			Students may submit to the Dean their schedules of work for the second semester.
Jan.	17-23.			FIRST SEMESTER examinations.
Jan.	24.	Wednesday		MATRICULATION and REGISTRATION of all students for the second semester. 10:00-1:00.
Jan.	25.	Thursday		LECTURES and CLASS WORK of second semester begin.
Feb.	2.	Friday		FOUNDERS' DAY.
*Mar.	29.	Thursday	noon	SPRING VACATION begins.
April	3.	Tuesday	1:45	SPRING VACATION ends.
April	30.			Applications and schedules of students who are to take examinations for making up conditions of the first semester are to be filed in the Dean's office.
May	10-17.			Students may submit to the Dean their schedules of work for 1934-1935.
May	19-25.			SECOND SEMESTER examinations.
May	25-28.			COMMENCEMENT.

* On the day immediately preceding holidays the classes of the first four periods will meet, beginning at 8:00 and ending at 12:00.

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* On leave of absence 1932-'33.

MARY JAMES SPRUILL, A.B., A.M.

University of North Carolina, A.B., A.M.; Graduate Study, Columbia University
and University of North Carolina

ASSISTANT PROFESSOR OF ENGLISH

MARY YARBROUGH, A.B., A.M.

Meredith College, A.B.; North Carolina State College, A.M.; Graduate Study,
Columbia University

ASSISTANT PROFESSOR OF CHEMISTRY

ALICE BARNWELL KEITH, B.S., M.S.

Columbia University, B.S.; University of Tennessee, M.S.

ASSISTANT PROFESSOR OF HISTORY

ANNE MITCHELL BROWNLEE, A.B., A.M.

Mississippi State College for Women, A.B.; University of Michigan, A.M.

ASSISTANT PROFESSOR OF BIOLOGY

DORIS KATHERINE TILLERY, A.B.

Meredith College, A.B.; Graduate Student, University of Chicago
and Duke University

INSTRUCTOR IN MATHEMATICS

CAROLYN ARNOLD PEACOCK, A.B., A.M.

Meredith College, A.B.; Oberlin College, A.M.

INSTRUCTOR IN ENGLISH

ETHEL DAY, A.B.

Meredith College, A.B., with one year at The Sorbonne

INSTRUCTOR IN FRENCH

ETHEL EVANGELINE ENGLISH, B.S., A.M.

Meredith College, B.S.; University of North Carolina, A.M.

INSTRUCTOR IN EDUCATION AND GEOGRAPHY

Faculty of Department of Art

IDA ISABELLA POTEAT

New York School of Fine and Applied Arts; Cooper Union Art School, New York;
School of Applied Design, Philadelphia; Pupil of Mounier; Chase Class, London

PROFESSOR OF ART

MARY PAUL TILLERY

Meredith College, Diploma in Art; Graduate Study in Pennsylvania Academy
of Fine Arts; New York School of Fine Arts, Paris; The Breckenridge
School of Painting

ASSOCIATE PROFESSOR OF ART

Faculty of Department of Music

LESLIE P. SPELMAN, A.M., BAC.MUS., A.A.G.O.

Oberlin College, A.B., A.M., Bac.Mus.; Associate of the American Guild of Organists. Graduate work, University of Michigan; two years in Paris; Piano with Frank Shaw and Mrs. A. M. Virgil; Theory and Composition with Arthur E. Heacox, Friedrich J. Lehman, G. W. Andrews, and Nadia Boulanger; Organ with Walter Keller, Laurel Yeamans, G. W. Andrews, Palmer Christian, and Joseph Bonnet. Conducting with Alex. LeGuennent

PROFESSOR OF MUSIC

MAY CRAWFORD

Graduate, Brownell Hall, Omaha, Nebraska; Student, University of Nebraska School of Music; four years in Paris; Piano with Wager Swayne; Harmony and Analysis with Campbell Tipton; Solfeggio and Theory with Emile Schvartz of Paris Conservatoire; Pupil of Harold Bauer

ASSOCIATE PROFESSOR OF PIANO

CHARLOTTE ELIZABETH ARMSTRONG

New England Conservatory, Boston; Institute of Musical Art, New York City; Pupil of Felix Winternitz, Jacques Gordon, Anton Witek, Charles Martin Loeffler and Paul Stoeving; Orchestration, Stuart Mason, Boston University, History of Music with Glenn Gildersleeve and Waldo S. Pratt

ASSOCIATE PROFESSOR OF VIOLIN

ETHEL M. ROWLAND

Diploma Boston Normal School; Voice work with Leverett B. Merrill of Boston, Herbert W. Greene, New York, and Harmony with Osborne McConathy; Certificate in Public School Music from Silver Burdette Summer School; Courses in Harvard Summer School in Appreciation of Music

ASSOCIATE PROFESSOR OF VOICE

AILEEN McMILLAN, B.MUS.

Converse College, B.Mus.; Graduate work with Arthur Foote, John Carver Alden, Boston; Arthur Whittington, New York; Isadore Phillipp, Conservatory of Music, Fontainebleau, France

ACTING ASSISTANT PROFESSOR OF PIANO

VIRGINIA BRANCH

Meredith College, Diploma in Piano; Pupil of Edwin Hughes

INSTRUCTOR IN PIANO

ALVERDA ROSEL

Graduate in Piano under Marcian Thalberg, Cincinnati Conservatory of Music, 1925; Violoncello with Karl Kirksmith, Alfred Wallenstein, and Hans Hess; Summer Master School American Conservatory of Music, Chicago; Composition with Helen Dallam Buckley; Orchestration with Olaf Andersen

INSTRUCTOR IN VIOLONCELLO

MARGARET HIGHSMITH BROWN, B.M.

Southern Conservatory of Music, B.M.; Graduate, American Institute of Normal
Methods; Public School Music under Hollis Dann, Wade R. Brown, Blinn
Owen; Supervisor of Music in the Grade Schools of Raleigh

LECTURER IN PUBLIC SCHOOL MUSIC

Student Assistants

EVELYN BYRD

PEARL ROBERTSON

HELEN SEARS

Student Assistants in Biology

VIRGINIA GARNETT

DOROTHY MERRITT

Student Assistants in Chemistry

ELBERTA FOSTER

LILLIAN BELLE JENKINS

MEREDITH JOHNSON

GRACE LAWRENCE

MARY RUFFIN

MARY C. SHEARIN

MARTHA VICCELLIO

NANCYE VICCELLIO

Student Assistants in Library

MARTHA ANNIS ABERNETHY

HELEN DOZIER

MARGUERITE WARREN

Student Assistants in Physical Education

Faculty Committees

- Absences*—MISS GRIMMER, Chairman; MISS PRICE, MISS ROWLAND.
MR. TYNER.
- Advanced Standing*—MISS JOHNSON, MR. BOOMHOUR, MISS BARBER,
MR. CANADAY.
- Appointments*—MR. TYNER, MISS POTEAT, MR. SPELMAN.
- Athletics*—MRS. SORRELL, MISS YARBROUGH, MISS D. TILLERY.
- Bulletin*—MISS HARRIS, MISS PORTER, MRS. WALLACE.
- Catalogue*—MR. BOOMHOUR, MR. CANADAY, MISS JOHNSON.
- Classification*—THE DEAN, with the heads of the departments.
- Executive*—PRESIDENT BREWER, DEAN BOOMHOUR, DEAN OF WOMEN,
MISS JOHNSON, MISS ALLEN, MISS POTEAT.
- Lectures*—MR. RILEY, MISS WINSTON, MISS HARRIS.
- Library*—MR. FREEMAN, MISS ALLEN, MISS BREWER, MISS HARRIS,
MISS M. TILLERY.
- Petitions* — DEAN BOOMHOUR, MR. FREEMAN, MISS WINSTON, MISS
KEITH, MR. RILEY.
- Public Functions*—MISS BIGGERS, MRS. SORRELL, MISS WHITE.
- Concerts*—MR. SPELMAN, MISS CRAWFORD, MISS ARMSTRONG.

Officers of the Alumnae Association, 1932-1933

- President*—MRS. J. WILBUR BUNN.....Raleigh
- Vice President*—MRS. ERNEST H. LEGGETT.....Scotland Neck
- Recording Secretary*—MRS. WILLIAM R. RAND.....Garner
- Commencement Speaker*—MRS. PAUL HUBBELL.....Ypsilanti, Michigan
- Alternate Speaker*—DR. BESSIE LANE.....Raleigh
- Alumnae Secretary and Treasurer*—MISS MAE GRIMMER,
Meredith College

Meredith College

Foundation

Meredith College, founded by the Baptist State Convention of North Carolina, was granted a charter by the State Legislature in 1891, and was first opened to students on September 27, 1899. It is named Meredith College in honor of the Reverend Thomas Meredith, for many years a noted leader of the Baptist denomination in North Carolina. This name is especially appropriate, for Thomas Meredith presented a report to the Baptist State Convention of 1838 strongly recommending the establishment of an institution in Raleigh for the higher education of women.

Location

Meredith College is admirably located near the western boundary of the city of Raleigh. That Raleigh is an educational center is clearly shown by the number of schools and colleges located in its midst. The city is situated on the edge of a plateau which overlooks the coastal plain, and is 365 feet above the sea-level; thus it is favorably affected both by the climate of the seacoast and by that of the mountains. The site on which stand the buildings of Meredith College is 470 feet above the sea-level, and contains 130 acres of land. State highways numbers 10, 90, and 50 pass through the southern edge of the property, and there is a frontage of 1,800 feet on the Seaboard and Southern railroad tracks. Water is secured from the city of Raleigh; it is of excellent quality and is tested regularly by experts.

There are two groups of college buildings. One group consists of permanent, fireproof structures, and provides four dormitories, a library and administration building, and a dining room and kitchen building. The dormitories are three stories in height, and will accommodate one hundred and twenty-five students each. The dormitories are so arranged that there is a

bathroom between each two living rooms. Each living room provides for two students, and there is a separate closet for each occupant.

The other group of buildings consists of four temporary structures. One of these provides for auditorium and music studios and practice rooms. A second one has accommodations for the science departments. The equipment in these laboratories is the best that can be procured. A third building in this group provides classrooms and offices for other departments. The fourth building is a gymnasium, well equipped for its purpose.

Laboratories

Laboratories are furnished with water and gas, together with necessary supplies for individual work in chemistry, physics, biology, and home economics.

The State Museum, to which additions are continually being made, is accessible to the departments of science.

Library

The library is in charge of a trained librarian, and is scientifically classified and catalogued.

There are 16,954 volumes and 3,827 pamphlets in the library. These have been selected by heads of departments, and are in constant use by students. One hundred and sixty magazines, twenty college magazines, and twelve newspapers are received regularly throughout the college year.

In addition to the library of Meredith College, the Olivia Raney Library and the State Library are open to students. The State Library offers to students of American history unusual advantages in North Carolina and Southern history.

Religious Life

All regular students are required to attend the chapel services each day. All boarding students except seniors are required,

also, to attend Sunday school and church services each Sunday morning, five absences without excuse being allowed during the year.

The Baptist Student Union Cabinet is the connecting link for all of the religious organizations of the college. The president of each of these organizations is a member of this cabinet, and in this way the interest of each is conserved and all are mutually helpful.

The Young Woman's Auxiliary has an independent corps of officers and maintains a definite denominational affiliation. All missionary contributions are directed through denominational channels, gifts to the denominational unified program being made through home churches, and reported to the treasurer of the Young Woman's Auxiliary. Its meeting occurs every Sunday evening, with one of the six circles in charge of the program.

The eight B. Y. P. U.'s meet every Wednesday evening. They reach every member, and serve as the connecting link between the college religious life and the home.

Classes in Mission study and in Sunday School Teacher Training, under the direction of members of the faculty and students, pursue systematic courses of study, the aim of which is to give the student a more thorough knowledge of mission methods and to fit each one for an efficient, intelligent work in Sunday school.

Students interested in special forms of religious service, either on the foreign field or at home, find helpful associations in the Service Band. This year there are sixteen members.

Government

A system of student government prevails in the college, the basis of which is a set of regulations agreed to by faculty and students. The executive committee of the Student Government Association has general oversight of order and deportment

among the students. An advisory committee from the faculty, however, assists the students in the solving of difficult problems. The restrictions imposed by this system of government are believed to be only those which will tend to bring about a normal, wholesome student life; and any who are not willing to be guided by them should not apply for admission to the college.

Recognition

Meredith College is a member of the Southern Association of Colleges and Secondary Schools. Graduates who hold Meredith College degrees are eligible for full membership in the American Association of University Women. Meredith College is also on the list of colleges approved by the Association of American Universities.

Hygiene and Care of the Sick

A well-equipped infirmary, under the direction of an efficient nurse, is maintained for the benefit of students unable to attend regular work on account of sickness.

The physician in charge holds office hours at the college, at which time students may consult her upon all subjects of hygiene or concerning their personal health. The general laws of health are enforced as far as possible. It is the purpose of the college physician to prevent sickness by means of the knowledge and proper observance of hygienic conditions. The diet of the sick is under the direction of the physician and nurse. Once a week during the year the physician in charge lectures to the students on general hygiene. Students are required to attend these lectures.

Literary Societies

There are two literary societies: Philaretian and Astrotekton, meeting every Monday evening. These societies are organized to give variety to the college life and to promote general culture.

In each society there is offered a memorial medal for the best English essay. The Carter-Upchurch medal of the Astrotekton

Society is the gift of Mr. Paschal Andrews Carter, of New York City. The Minnie Jackson Bowling medal of the Philarettian Society is given by Dr. Edward Holt Bowling, of Durham.

It is believed that secret societies are undemocratic and will detract from the interest and value of the literary societies. The organization of sororities or clubs of any sort is, therefore, prohibited.

College Publications

By the College

The Bulletin.—This is the official publication of the college, and appears quarterly. It will be mailed to any address regularly upon request to the President.

By the Students

The Acorn.—This is the quarterly magazine of the students. It will be mailed to any address upon receipt by the business manager of the subscription price—two dollars and fifty cents.

Oak Leaves, the college annual, is published by the literary societies. Anyone desiring a copy should communicate with the business manager of the annual.

The Twig.—Published fourteen times a year by the students. Communications should be addressed to the business manager of *The Twig*.

Personal Items

Students should bring with them towels, sheets, pillow, pillowcases, couch covers (or counterpanes), and all other bed coverings that are likely to be needed. Those expecting to arrive in Raleigh in the afternoon or at night should put sheets and towels in their suitcases. All rooms are furnished with single beds.

All laundry must be clearly marked with indelible ink.

The laundry fee (\$10.00) collected by the college covers cost of flat work only. Each student may have each week two sheets, two pillowcases, one counterpane, four towels, one bureau scarf.

Each student should be provided with overshoes, an umbrella, and a raincoat.

All windows are provided with shades. Curtains, draperies, rugs, and pictures from home will make the room more attractive.

Expenses

*Per
Semester*

Board, literary tuition, room (with light, heat, and water),
and other college fees.....\$195.00

The room reservation fee of \$10.00, paid before assignment of
room, is included in the above charges, and will be credited on the
semester's account.

PAYMENT OF FEES, SESSION 1933-1934

At Fall Semester Matriculation:

By resident students.....\$100.00

By day students..... 30.00

By special students, one-half of semester's fees.

On November 10, by all students, balance of account for fall semester.

At Spring Semester Matriculation:

By resident students.....\$100.00

By day students..... 30.00

By special students, one-half of semester's fees.

On March 31, by all students, balance of account for spring semester.

Departmental fees are extra, as follows:

*Per
Semester*

Piano	\$37.50	\$45.00
Organ		45.00
Violin	\$37.50	45.00
Cello	\$37.50	45.00
Voice	\$37.50	45.00
Art		35.00
Art studio		2.50
Single lessons in art.....		2.50
Chemical laboratory fee.....		2.50
Biological laboratory fee.....		2.50
Physics laboratory fee		2.50
Cooking laboratory fee.....		7.50
Sewing laboratory fee.....		1.00
Use of piano one hour daily.....		4.50
For each additional hour.....		2.25
Use of pipe organ, per hour.....		.25

Expenses of Day Students

	<i>Per Semester</i>
Tuition	\$ 60.00
Library fee	2.50
Departmental fees are extra, according to courses taken.	
See statement of departmental fees above.	

Expenses of Special Day Students

	<i>Per Semester</i>
For one-class course.....	\$ 20.00
For two-class course.....	40.00
For three-class course.....	60.00
Subjects with laboratory courses require payment of laboratory fees.	
Graduation fee, including diploma, \$5.00.	
Practice teaching fee, \$15.00.	
Practice house fee, \$10.00.	

If a student withdraws from the institution, or is sent away for misconduct, before the semester expires, no charges for tuition, room rent, or incidental expenses for that semester, and no charges for board for the quarter in which she leaves will be refunded. But in event of sickness of such a nature as in the opinion of the college physician requires the retirement of the student, the charges for board may be refunded from the date of retirement, upon the order of the executive committee; provided, that no reduction will be made for absence of less than four weeks.

The medical fee of \$10.00 meets the charges for the college physician and the college nurse. Any service in addition to this, as well as all prescriptions, will be paid for by the patron receiving the benefit of the same.

The student budget fee is required of all resident students and of all day students taking as many as three subjects. This fee meets all of a student's obligations to the several student organizations, and includes subscriptions to the three student publications. The fee amounts to \$9.25 per year and is handled through the Student Government Committee.

Registration

On days of registration at the beginning of each semester each student is required to pay to the bursar the required fee, and show receipt for same to the dean at the time of registration. Matriculation and registration are not completed until the course of study for the semester is approved by the dean.

No student may enter any class at the beginning of either semester until she has paid the required fee.

Any student who fails to register with the dean at the appointed time will be required to pay the bursar an additional fee of \$1 and to show receipt for the same to the dean. This special fee of \$1 will be required of those who are late in entering as well as those who neglect to arrange their courses with the dean, and will not be deducted from any bill. For time of registration, see page 29.

To secure rooms, application must be accompanied by a deposit of \$10. No definite room can be assigned except at the college office. Any preference in rooms will be given in the order of application.

Admission Requirements

Fifteen units are required for admission to Meredith College. A student must meet the specific requirements of the course in which she seeks a degree.

Students are admitted to the college either (A) by certificate or (B) by examination.

A. The fifteen units offered for entrance must be certified by the principal of an accredited high school. A student who wishes to apply for admission by certificate should send to the president for a blank certificate, and have it filled out and signed by the principal of the school she is attending. This certificate should be filled out by the high school official as soon as the final grades of the high school course are determined, and the certificate sent to Meredith College immediately. All certificates should be filed in the president's office before August of the year in which the student wishes to enter.

B. Students who cannot present a certificate from an accredited school will be required to pass examinations before entering the college. Application for taking college entrance examinations should be made to the president of Meredith College before August of the year in which the student wishes to enter.

A student who presents the fifteen units for entrance, but who is deficient in some part or parts of the prescribed entrance requirements of the course for which she registers, will be allowed to enter the college. A student will be given two units of credit for entrance for a year's course in foreign language in the college. Deficiencies must be satisfied by the beginning of the third year.

Admission to College Classes

For admission to the freshman class a candidate must offer fifteen units of credit. A unit represents four one-hour recitations or five forty-five-minute recitations a week throughout a

secondary school year, and is estimated to be equivalent to one-fourth of the work of one year in the high school.

* Every candidate for the A.B. or B.S. degree must offer:

English	4	units
Mathematics { Algebra	1.5	units
{ Plane Geometry	1	unit
Foreign Languages { Latin	2	units
{ French		
{ German		
{ †Spanish		
History	1	unit
‡Electives	5.5	units
<hr/>		
Total.....	15	units

The elective units must be chosen from the following: Algebra, Solid Geometry, Trigonometry, Commercial Arithmetic, one-half unit each; History, one to four units; Bible, one unit; Physiology, Physical Geography, Physics, Botany, Chemistry, General Science, Cookery, Commercial Geography, one-half or one unit each; Foreign Language or Languages not counted among required subjects.

Admission to Advanced Standing

A student applying for advanced standing or credit from another institution must present the following information:

(a) A certificate of honorable dismissal from the institution last attended. (b) An official transcript of her record at such institution, together with a catalogue that describes the courses taken. (c) Details of the units offered (or accepted) for college entrance and the name of the high school from which the entrance units were received. All of this information should be

* Entrance requirements for those who are candidates for the B.S. degree with a major in Piano, Organ, Violin, Violoncello, Voice, or Public School Music are given on page 80.

† Spanish is accepted for entrance, but no Spanish is offered in Meredith.

‡ Not more than four half-unit courses will be counted. Not more than two units of vocational subjects will be counted.

sent from the institution last attended to Meredith College at least two weeks before the opening of the session. Students who have completed two years of college work must indicate the two majors and the other subjects that they expect to pursue the first semester.

When the candidate comes from an institution belonging to the Association of Colleges and Secondary Schools of the Southern States, or an association of equal rank, she will be given credit for the successful completion of courses that correspond to those offered by Meredith College.

The maximum credit that will be allowed for any semester is eighteen hours. Credit for laboratory work will be estimated on the same basis as is allowed for corresponding work in Meredith College.

The maximum credit accepted from a junior college is sixty-six semester hours.

Summer School Credits

The student should have the announcement of the summer school that she is to attend, and should secure the written approval of the heads of the departments for the courses that she plans to take. The names of these courses and the outline of the courses should be filed with the Committee on Advanced Standing before commencement. The student will be advised what credit will be allowed for the proposed summer work.

Definition of Entrance Requirements

ENGLISH (4 units)

The four units of English offered by students from an accredited high school will be accepted. Following the requirements of the National Conference on Uniform Entrance Requirements, the department expects that in all written work the student pay constant attention to spelling and punctuation, and to the structure of sentences, paragraphs, and whole composi-

tions. In all oral work there should be constant insistence upon the elimination of personal speech defects, and of obscure enunciation. It is expected that the student be able to read with intelligence and appreciation work of moderate difficulty, and show familiarity with a few masterpieces.

FRENCH (2 units)*

FIRST-YEAR FRENCH (1 UNIT)

A. Careful drill in phonetics and grammar. Stress should be placed on French life and culture. Reading of 150-200 pages of easy French. Frequent dictations and oral exercises.

SECOND-YEAR FRENCH (1 UNIT)

B. Study of grammar continued. Reading of 300-400 pages of selected texts. Dictation and oral exercises. Geography of France and French civilization.

GERMAN (2 units)*

FIRST-YEAR GERMAN (1 UNIT)

A. Grammar and drill in pronunciation. Oral exercises and dictation. Reading of 150-200 pages from easy texts. German life and culture stressed.

SECOND-YEAR GERMAN (1 UNIT)

B. Grammar continued. Oral exercises and dictation. Reading of 300-400 pages of selected texts. Geography of Germany and German civilization.

LATIN (4 units)*†

FIRST-YEAR LATIN (1 UNIT)

(1) A thorough knowledge of forms and principles of syntax.

* Entrance work in foreign languages exceeding two units may count as elective entrance units.

† The work of schools that follow the recommendations of the report of the Classical Investigation will be accepted for any year of high school work.

SECOND-YEAR LATIN (1 UNIT)

(2) Cæsar, four books. Grammar and constant practice in writing easy Latin sentences illustrating rules of syntax.

THIRD-YEAR LATIN (1 UNIT)

(3) Cicero, six orations, including the Manilian Law. At least one period a week should be devoted to prose composition.

FOURTH-YEAR LATIN (1 UNIT)

(4) Vergil, *Æneid*, six books. Study of meter and style. Prose composition, one period a week.

HISTORY (4 units)*

The candidate may offer as many as four of the following units in history:

(a) Ancient History to the fifth century or to about 800 A.D., or Early European History to about the beginning of the eighteenth century (1 unit).

(b) Medieval and Modern European History, or Modern European History from about the beginning of the eighteenth century (1 unit).

(c) English History (1 unit).

(d) American History (1 unit).

(e) Civics ($\frac{1}{2}$ unit).

MATHEMATICS (2.5 units)‡

ALGEBRA (1.5 UNITS)

The requirements in algebra include the following subjects: The four fundamental operations of algebra, powers and roots, factors, common divisors and multiples, fractions, ratio and proportions, inequalities, exponents, equations of the first and second degrees with one or more unknown quantities, radicals and equations involving radicals, arithmetical and geometrical progressions, binomial theorem for positive integral exponents.

* Entrance work in History exceeding one unit may count as elective entrance units.

‡ An additional half-unit in algebra may be counted towards entrance if sufficient time has been given to the subject. No more than two units will be given for algebra. Solid geometry may be offered as an elective and counts one-half unit.

Pupils should be required throughout the course to solve numerous problems which involve putting questions into equations. It is also expected that the work be accompanied by graphical methods in the solution of equations of all types.

It will require at least one and one-half years with four or five one-hour recitation periods a week to complete this work.

PLANE GEOMETRY (1 UNIT)

The usual theorems and problems of some good textbook in plane geometry, together with a sufficient number of original problems to enable the student to solve such problems readily and accurately.

To be acceptable, the work in plane geometry must cover a full year with four or five one-hour recitation periods a week.

SOLID GEOMETRY ($\frac{1}{2}$ UNIT)

This work should complete the chapters on straight lines and planes in space, prisms and cylinders, pyramids and cones, and spheres. Special emphasis should be placed on applications, the student solving a large number of problems illustrating the theorems of the text.

BIBLE (Elective)

Entrance credit of one unit may be allowed for work in one or more of the following branches of Religious Education: (1) Bible History, (2) Sunday School Pedagogy, (3) Missions.

SCIENCE (Elective)

PHYSIOLOGY AND HYGIENE ($\frac{1}{2}$ UNIT OR 1 UNIT)

The candidate must be familiar with the general structure of the body, digestion, circulation, respiration, and the nervous system.

PHYSICAL GEOGRAPHY ($\frac{1}{2}$ UNIT OR 1 UNIT)

This course should include a detailed study of the land forms and physiographic factors. The course will require at least one year.

PHYSICS ($\frac{1}{2}$ UNIT OR 1 UNIT)

One year's work, including the principles of mechanics, heat, electricity, sound, and light. About one-third of the time should be given to individual laboratory work, which should be reported in carefully prepared notebooks.

BOTANY ($\frac{1}{2}$ UNIT OR 1 UNIT)

The student should acquire a knowledge of plant structure and development; a knowledge of the fundamental principles of plant nutrition, assimilation, growth, and reproduction; and a knowledge of the relation of plants to other living things. A large part of this information should be gained by laboratory and field work.

CHEMISTRY ($\frac{1}{2}$ UNIT OR 1 UNIT)

This course should include the general laws and theories of chemistry and make the student familiar with the occurrence, preparation, and properties of the common elements and their compounds.

GENERAL SCIENCE ($\frac{1}{2}$ UNIT OR 1 UNIT)

This course should serve as an introduction to the study of the various branches of science, and should be based on some standard text.

HOME ECONOMICS ($\frac{1}{2}$ UNIT OR 1 UNIT)

A full unit in cooking will not be given unless a notebook certified by the teacher is presented. A half-unit or a unit in this subject will be allowed, according to the time given to it. Two double laboratory periods will count for two recitations.

General Regulations of Academic Work

Routine of Entrance and Registration

1. *Enrollment.* All students, upon arrival in the city, will report to the office of dean of women and enroll.

2. *Matriculation.* Each semester every student will pay the bursar the required matriculation fee. Days for matriculation are as follows: for the first semester, September 13 and 14 and second semester, January 24.

3. *Registration.* Each semester every student will come to the dean's office, exhibit her matriculation card, and have her course of study for the semester approved by the dean. Students must complete registration in the dean's office before three o'clock of the last day of registration. Days for registration: for the first semester, September 13 and 14; second semester, January 24, 10 a.m. to 1 p.m. The penalty for not completing registration on time is an extra fee of \$1.00.

Reports

At the end of each semester a report is sent to the parent or guardian of the student, showing her grade of scholarship and number of absences from recitation and other college duties.

At the close of the first and third quarters parents and students are notified if students are not making satisfactory grades.

The grade of scholarship is reported in letters. A, B, C, and D indicate passing grades; E indicates a condition; F indicates failure and that the subject must be repeated in class. In order to be graduated, the students must make grades high enough to average C on seventy-five semester hours of work.

The college reserves the right to exclude, at any time, a student whose academic standing or conduct it regards as undesirable.

Conditioned Students

Freshmen must offer fifteen units and are not allowed any conditions. Members of other classes may have conditions not exceeding six semester hours.

No student will be classed as a junior or senior if conditioned in the department in which she majors.

Conditions

A student who is conditioned on any of the work of a semester will be given only one examination for removal of the condition.

Conditions for the work of the first semester must be removed on the first week of the next May, or on Wednesday of the opening week of the next session. Conditions for the work of the second semester must be removed on Wednesday of the opening week of the next session, or on the first week of the next December. If the student does not remove the condition at one of these two times she will be required to repeat the work in class.

A senior who has any condition at the end of the first semester must remove that condition during the last week of the next February. A senior who has any condition on the work of the second semester will be given one opportunity to remove the condition during the first three days of the week following senior examinations.

A senior who does not have all conditions satisfied at the time specified will be dropped from the senior class. She will be given one opportunity to make up each condition at the regular time for making up conditions during the following year, and will be graduated at the next commencement after she has made up all conditions.

No student will receive credit for work in any subject until her conditions or deficiency in that subject are removed.

No student will be allowed an examination on other dates than those arranged above until she shall have shown to the dean good reason for it and paid to the bursar one dollar for the library fund. In the case of conflict with other college duties, or illness, this fee will be remitted.

The English department may impose a condition in English composition upon a student who hands in to any department a paper which contains gross violations of the fundamentals of English composition.

Requirements for Graduation

To be entitled to a degree, the student must during her college course prove herself to be of worthy character, and must complete in a satisfactory way the course of work prescribed for the degree in the school from which she wishes to be graduated. Unless she comes from a senior college approved by the Association of Colleges and Secondary Schools of the Southern States, or by an association of equal rank, the candidate for a degree must spend at least two years in residence. The last work that is to count toward a degree must be done at Meredith. During her college course she must make grades sufficient to entitle her to seventy-five honor points.*

All prescribed freshman subjects, including history and mathematics, must be completed by the beginning of the third year. All prescribed sophomore subjects must be completed by the beginning of the senior year.

Underclassmen and juniors are required to take not less than fifteen hours of work a week. Seniors are required to take at least fourteen hours of work each semester.

No student may take more than sixteen hours work unless she passed in fifteen hours the preceding semester and has permission from the faculty.

The maximum number of hours of credit that will be allowed during any semester is eighteen.

A student wishing to make up work under a tutor must consult the dean at the time she arranges her regular work.

Degrees

The college confers the degrees of Bachelor of Arts and Bachelor of Science.

To be entitled to the degree of Bachelor of Arts or Bachelor of Science the candidate must complete, in addition to fifteen

*A grade of A gives three points, B gives two points and C gives one point for each semester hour that counts towards graduation.

entrance units, 120 semester hours of work. Of the 120 semester hours required for the degree, 45 to 59 are prescribed, 36 are chosen from two of the groups of majors, and 25 to 39 are free electives (pages 34 and 35.)

The requirements for the degree of Bachelor of Science with a major in Piano, Organ, Violin, Violoncello, Composition, Voice, or Public School Music are given on page 83.

For students who enter technical schools two hours of laboratory will be considered equal to one hour of lecture or recitation, and the number of semester hours required for graduation will be increased according to the number of laboratory hours taken.

Requirements for Degrees

A.B. Degree

1. *Requirements without option:* *Semester hours*
- | | |
|--|---|
| English 10-11, freshman year..... | 6 |
| English 20-21, sophomore year..... | 6 |
| Religion 20, 21, sophomore or junior year..... | 6 |
| Psychology 20, sophomore or junior year..... | 3 |
2. *Required with option:*

The requirements of one of the three groups given below must be satisfied. In group I the student must complete the work in division A, six semester hours in each of three subjects chosen from division B, and six semester hours in one subject chosen from division C. In group II the student must complete the work in division A and six semester hours in each of four subjects chosen from the five in division B. In group III the student must complete the work in division A, six semester hours in one of two subjects chosen from division B, and six semester hours in each of two subjects chosen from the five in division C. Students who are completing the requirements for

GROUP I		GROUP II		GROUP III	
<i>Division A</i>		<i>Division A</i>		<i>Division A</i>	
*Foreign Language	6	†Foreign Languages....	12	†Foreign Languages....	12
<i>Division B</i>		<i>Division B</i>		<i>Division B</i>	
Latin or Greek.....	}	Biology.....	}	Economics and	}
Modern Language.....		Chemistry.....		Sociology.....	
History or Economics..		Physics.....		Religion.....	
Mathematics.....		History or Economics..			6
		Mathematics.....			
<i>Division C</i>				<i>Division C</i>	
Biology.....	}			Biology.....	}
Chemistry.....				Chemistry.....	
Physics.....				Physics.....	
	6			Mathematics.....	
				Geography-Geology...	

* Not required of a student who offers four entrance units in foreign language. Three semester hours will be required of a student who offers three units in one foreign language but not a total of four entrance units in foreign language.

† Only six semester hours will be required of a student who offers four entrance units in foreign language. Nine semester hours will be required of a student who offers three units in one foreign language but not a total of four entrance units in foreign language.

teaching Home Economics may have a minimum of two semester hours in Physics, provided they have a total of eighteen semester hours in Biology, Chemistry, and Physics, and six semester hours in either History, Economics, or Mathematics.

3. *Electives to be distributed as follows:*

(a) Two major subjects, to aggregate at least thirty-six semester hours, with not less than twelve semester hours in either. Major courses may be selected from the following: (1) Art, (2) Biology, (3) Chemistry, (4) Economics and sociology, (5) Education, (6) English, (7) French, (8) German, (9) Greek, (10) History, (11) Home Economics, (12) Latin, (13) Mathematics, (14) Theoretical Music, (15) Psychology, (16) Religion, (17) General Science.

The course outlined for teaching Home Economics in the State high schools includes a first and second major for Meredith.

(b) Free electives sufficient to make a total of one hundred twenty semester hours, when added to the required and major subjects. Free electives may include any subject offered as a major, not previously included in one of the two major subjects.

Degree of B.S.

The requirements for the degree of B.S. are the same as for the A.B. degree, except that a student who counts for graduation Children's Literature, Primary Methods, Grammar Grade Methods, or Practical Music will be awarded the degree of Bachelor of Science; and that a student who takes the four years course in music outlined on pages 86-91 will be granted a Bachelor of Science with a major in Piano, Organ, Violin, Violoncello, Composition, or Voice.

Schedule of Examinations

FALL SEMESTER

<i>Class</i>	<i>Examinations</i>
11:00 M.W.F.....	10-12 Wed.
11:00 T.T.S.....	2- 4 Wed.
12:00 M.W.F.....	10-12 Thur.
12:00 T.T.S.....	2- 4 Thur.
1:45 M.W.F.....	10-12 Fri.
1:45 T.T.S.....	2- 4 Fri.
2:45 M.W.F.....	10-12 Sat.
2:45 T.T.S.....	2- 4 Sat.
8:30 M.W.F.....	10-12 Mon.
8:30 T.T.S.....	2- 4 Mon.
9:30 M.W.F.....	10-12 Tue.
9:30 T.T.S.....	2- 4 Tue.

SPRING SEMESTER

<i>Class</i>	<i>Examinations</i>
11:00 T.T.S.....	10-12 Sat.
11:00 M.W.F.....	2- 4 Sat.
12:00 T.T.S.....	10-12 Mon.
12:00 M.W.F.....	2- 4 Mon.
1:45 T.T.S.....	10-12 Tue.
1:45 M.W.F.....	2- 4 Tue.
2:45 T.T.S.....	10-12 Wed.
2:45 M.W.F.....	2- 4 Wed.
8:30 T.T.S.....	10-12 Thur.
8:30 M.W.F.....	2- 4 Thur.
9:30 T.T.S.....	10-12 Fri.
9:30 M.W.F.....	2- 4 Fri.

The first day of the week on which an irregular class meets determines the time of the examination.

Schedule of Recitations

8:30—Mon. Wed. Fri.	8:30—Tue. Thur. Sat.	9:30—Mon. Wed. Fri.	9:30—Tue. Thur. Sat.	11:00—Mon. Wed. Fri.	11:00—Tue. Thur. Sat.
<p>Art Ed. 20-21 (a) Wed. Fri.; 35 Mon.</p> <p>Chem. 61 Wed. Fri.</p> <p>Ed. 32, 32*</p> <p>Eng. 49; 60</p> <p>French 6-7</p> <p>Hist. 20, 21</p> <p>Home Ec. 20-21 Wed. Latin 42, 43 Wed. Fri. Music 34.6-35.6 Wed. Fri.; 36.6-37.6 Wed. Fri.; 40.0-41.0 Wed. Fri.</p>	<p>Biol. 12-13 (a) Tue. Thur.</p> <p>Chem. 10-11 (a); 40</p> <p>Ec.-Soc. 26, 27</p> <p>Eng. 40</p> <p>Eng. 10-11 (a); 20-21 (a); 32-33</p> <p>Hist. 10, 11 (a)</p> <p>Home Ec. 60-61</p> <p>Latin 6-7</p> <p>Math. 40, 41</p> <p>Music 16.0-17.0; 20.1-21.1</p>	<p>Chem. 34 Mon.</p> <p>Econ. 20-21</p> <p>Eng. 10-11 (b)</p> <p>French 10-11 (a, b)</p> <p>Home Ec. 31 Wed.</p> <p>Latin 20, 21 Wed. Fri.; 22, 23 Mon.</p> <p>Math. 10, 11 (a)</p> <p>Music 30.0-31.0 Mon. Wed.</p> <p>Philosophy 44, 45</p> <p>Psychol. 31* (a)</p> <p>Physics 30-31</p> <p>Religion 20, 21 (a)</p>	<p>Biol. 25 Thur. Sat.; 40; 61 Sat.</p> <p>Ed. 39</p> <p>Eng. 10-11 (c); 42-43</p> <p>French 20-21</p> <p>German 6-7</p> <p>Hist. 34, 35</p> <p>Home Ec. 10-11 Tue. Thur.; 15</p> <p>Latin 10, 11</p> <p>Math. 10, 11 (b); 60</p> <p>Music 36.0-37.0</p> <p>Psychol. 20 (a); 31 (b)</p> <p>Religion 10; 35</p>	<p>Biol. 12-13 (b) Wed. Fri.</p> <p>Ec.-Soc. 30, 31</p> <p>Ed. 48, 49</p> <p>Eng. 40; 45</p> <p>French 42-43</p> <p>German 4-5</p> <p>Greek 20-21</p> <p>Hist. 42, 43 (a)</p> <p>Math. 30-31</p> <p>Music 26.0-27.0; 40.1 Wed. Fri.</p> <p>Psychol. 20 (b)</p>	<p>Biol. 30-31</p> <p>Ec.-Soc. 40, 41</p> <p>Ed. 35</p> <p>Eng. 20-21 (b); 46, 47</p> <p>French 4-5</p> <p>German 4-5</p> <p>Hist. 10, 11 (b); 26, 31</p> <p>Home Ec. 36</p> <p>Math. 20-21</p> <p>Music 20.0-21.0 Tue. Thur.</p> <p>Psychol. 31 (c)</p> <p>Religion 20, 21 (b); 24, 25</p>
<p>Laboratory</p> <p>Biol. 12-13 (a) Wed. Fri.; 25</p> <p>Chem. 34 Wed. Fri.</p>	<p>Laboratory</p> <p>Biol. 61 Tue. Thur.</p>	<p>Laboratory</p> <p>Biol. 12-13 (a) Wed. Fri.; 25</p> <p>Chem. 34 Wed. Fri.</p>	<p>Laboratory</p> <p>Biol. 61 Tue. Thur.</p>	<p>Laboratory</p> <p>Biol. 12-13 (b) Mon. Wed.</p> <p>Chem. 10-11 (a) Wed. Fri.; 20-21 Mon. Wed.</p> <p>Home Ec. 10-11 (a) Mon., 10-11 (b) Wed. Fri., 30 Mon.; 31 Fri.</p>	<p>Laboratory</p> <p>Biol. 12-13 (c) Tue. Thur.</p>

12:00—Mon. Wed. Fri.	12:00—Tue. Thur. Sat.	1:45—Mon. Wed. Fri.	1:45—Tue. Thur. Sat.	2:45—Mon. Wed. Fri.	2:45—Tue. Thur.
<p>Biol. 32, 33 Mon. Fri. Ec.-Soc. 32; 43 Ed. 46, 47 Eng. 10-11 (d) Hist. 10, 11 (c) Home Ec. 30 Wed. Fri. Latin 41; 60 Music 10-0-11.0 Wed. Fri.; Music 30.6 Wed. Fri. Psychol. 41 Religion 44, 45</p>	<p>Biol. 20 Tue. Thur.; 21 Tue. Chem. 20-21; 30, 31 Tue. Thur. Ed. 42 Eng. 10-11 (e) French 10-11 (c); 30-31 Hist. 32, 33; 60 Home Ec. 40, 41 Music 20.2 Psychol. 43</p>	<p>Chem. 10-11 (b) Ec. Soc. 10-11 Eng. 20-21 (c); 38-39 French 10-11 (d, e); 44; 61 Geography 30, 31 Hist. 10, 11 (d); 22, 23; 46, 47 Home Ec. 37 Latin 8-9 Math. 10, 11 (c) Music 42.3; 43.1 Wed. Fri. Religion 32; 37</p>	<p>Art Ed. 20-21 (b) Tue. Thur. Astronomy 36 Biol. 23 Thur. Geology 39 Home Ec. 32 Tue.; 35 Tue.; 44 Tue. Thur. Latin 44, 45 Tue. Thur. Music 20.6, 21.6 Tue. Thur.</p>	<p>Art 16-17 Mon. Ed. 34 Eng. 10-11 (f); 20-21 (d) Hist. 42, 43 (b) Greek 30-31 Math. 12 Wed. Fri.; 14 Mon. Music 10-6, 11.6 Wed. Fri. Psychol. 20 (c), 20* (c) Religion 12, 13</p>	<p>Art Hist. 30-31 Music 40.6-41.6</p>
<p>Laboratory</p>	<p>Laboratory</p>	<p>Laboratory</p>	<p>Laboratory</p>	<p>Laboratory</p>	<p>Laboratory</p>
<p>Biol. 12-13 (b) Mon. Wed. Chem. 10-11 (a) Wed. Fri.; 20-21 Mon. Wed. Home Ec. 10-11 (a) Mon.; 10-11 (b) Wed. Fri., 30 Mon., 31 Fri.</p>	<p>Biol. 12-13 (c) Tue. Thur.</p>	<p>Biol. 32, 33 Wed. Fri. Home Ec. 20-21 Mon. Fri.; 31 Wed.</p>	<p>Biol. 12, 13 (e) Tue. Thur.; 20, 21 Tue. Thur. Chem. 30, 31 Tue. Thur. Home Ec. 32 Thur.</p>	<p>Biol. 12-13 (d) Mon. Fri.; 32, 33 Wed. Fri. Chem. 10-11 (b) Mon. Fri. Home Ec. 10-11 (a) Wed.; 31 Wed. Physics 30-31</p>	<p>Biol. 12-13 (e); 20, 21; 23 Chem. 30, 31 Home Ec. 32; 44</p>

Courses of Instruction

NOTE.—A course given an even number is offered the first semester; a course given an odd number is offered the second semester; a course with an even number followed by an asterisk is a first semester course offered the second semester; a course with an odd number followed by an asterisk is a second semester course offered the first semester. A course given two numbers separated by a hyphen continues through the year; a course given two numbers separated by a comma consists of two parts, either or both of which may be taken.

Courses given a number less than 20 are intended for freshmen; those numbered 20 to 29 for sophomores; 30 to 39 for juniors; 40 to 59 for seniors. Those numbered 60 to 69, or Music courses ending in .6, are courses in Methods.

I. Art

IDA ISABELLA POTEAT, *Professor*

MARY PAUL TILLERY, *Associate Professor*

The system of instruction in this department seeks to develop original creative ability in the student; to stimulate appreciation of Art, and to gain intellectual breadth and enriched culture through acquaintance with the various forms of Art wherever found.

Requirements for a major are based on 10, 11 taken concurrently with 16, 17. No credit is given for 10, 11.

In order to receive credit for a technical course, a student must carry an equal number of hours of historical work. Technical courses 38 and 48 may be taken concurrently with Greek Literature 32 and Physiology 30. Industrial Art 35 should be taken in connection with Applied Design 39 in order to meet the State requirements for grade certificate.

A. Historical

10-11. Art Appreciation.

Prerequisite for a major in Art and does not count in semester hours. One class hour a week. Monday, 2:45.

A study of composition; the content and esthetic qualities in sculpture and painting; observation of color and light effects in nature.

MISS POTEAT

20-21. Art Education.

Two hours a week. Two hours credit each semester *Sec. (a), Wednesday, Friday, 8:30; *Sec. (b), Tuesday, Thursday, 1:45.

The principles of beauty with application to problems in everyday life; the analysis and theory of color; costume structure based on historic design; interior arrangement and color. Throughout the year attention will be given to outline courses and selected problems for the elementary grades and for the high school.

A fee of \$2.00 is charged for materials.

MISS TILLERY

30-31. History of Art.

Required of juniors who major in Art. Prerequisite: English Composition 10-11 and History 22-23. Two hours a week. Two hours credit each semester. Tuesday, Thursday, 2:45.

A survey of the history of the important styles of architecture, sculpture, painting, and the minor arts.

MISS POTEAT

35. Industrial Art.

Prerequisite: Art Education 20. One hour a week for one semester. One hour credit. Monday, 9:00.

The aim of the course is to show the vital relation of Art to life and industry and to develop an appreciation for the beautiful and the power to produce beautiful things. This course should be taken in connection with Applied Design 39.

A fee of \$2.00 is charged for materials.

MISS TILLERY

40-41. Advanced History of Art.

Required of seniors who major in Art. Prerequisite: History of Art 30-31. Two hours a week. Two hours credit each semester. Class hours to be arranged.

An intensive study of selected subjects and periods in Art, with lectures, discussions, and special papers.

MISS POTEAT

*Sec. (a) is arranged for students majoring in Home Economics. Sec. (b) is arranged for students who are preparing to teach in the grades.

B. Technical

MISS POTEAT AND MISS TILLERY

16-17. The Elements of Drawing and Painting.

Six studio hours a week, one of which must be taken on Monday, 2:45. Two hours credit each semester. Lectures and laboratory work dealing with the different mediums of artistic expression. Free-hand drawing; the analysis and theory of color; flat washes in water-color. Principles of linear and aerial perspective.

26-27. The Elements of Design and Pictorial Composition.

Six studio hours a week. Two hours credit each semester. Discussions and laboratory work dealing with problems of Design and Composition. Landscape painting; drawing from life.

36-37. Problems of Form.

Six studio hours a week. Two hours credit each semester. Lectures and laboratory work. Elementary antique still-life painting, and modeling in clay.

38. Principles of Classic Proportion, and Figure Composition.

Advanced antique. Three studio hours a week for one semester. One hour credit.

39. The Principles of Applied Design.

Three studio hours a week for one semester. One hour credit. The work consists of problems of lettering, linoleum block printing, poster design, batik and tie dyeing, leather work, and weaving.

46-47. Advanced Drawing and Painting.

Six studio hours a week. Two hours credit each semester. Discussions and laboratory work dealing with problems in landscape painting, still life, and the draped life model.

48. Advanced Figure Composition.

Three studio hours a week for one semester. One hour credit. Problems and criticisms of the structure, proportions, and action of the human body for purposes of design.

II. Biology

LENA AMELIA BARBER, *Professor*

DR. ELIZABETH DELIA DIXON CARROLL, *Professor of
Physiology and Hygiene.*

ANNE MITCHELL BROWNLEE, *Assistant Professor*

The following courses may count toward a major in Biology: 20, 21, 23, 25, 30-31, 32, 33, 40. Chemistry 10-11 required.

12-13. General Biology.

Required of freshmen majoring in Home Economics who have not had high school Biology. Elective for others. Two lectures and four laboratory hours a week. Six semester hours credit. Lectures: Sec. (a), Tuesday, Thursday, 8:30; Sec. (b), Wednesday, Friday, 11:00. Laboratory: Sec. (a), Wednesday, Friday, 8:30-10:30; Sec. (b), Monday, Wednesday, 11:00-1:00; Sec. (c), Tuesday, Thursday, 11:00-1:00; Sec. (d), Monday, Friday, 2:45-4:45; Sec. (e), Tuesday, Thursday, 1:45-3:45.

This course aims to present the most important biological facts and principles, and so to relate them that the student can apply them to the ordinary affairs of life. It comprises a study of protoplasm, the cell, the rôle of green plants, including simple experiments in plant physiology, the adjustment of organisms to their environment, disease, death, the rôle of micro-organisms, growth, reproduction, and heredity. The types of organisms are studied in the laboratory, beginning with unicellular forms and leading up to vertebrates, an intensive study being made of the frog.

Laboratory fee, \$2.50.

Lectures: MISS BARBER

Laboratory: STAFF

20. General Botany.

Two lectures and six hours laboratory and field work a week. Four semester hours credit. Lectures: Tuesday, Thursday, 12:00. Laboratory: Tuesday, Thursday, 1:45-4:45.

Laboratory fee, \$2.50.

MISS BARBER

21. Plant Taxonomy.

Prerequisite: Biology 12-13, 20, or a year of standard high school Biology or Botany. One lecture and six hours laboratory a week. Three semester hours credit. Lecture: Tuesday, 12:00. Laboratory and field studies: Tuesday, Thursday, 1:45-4:45.

A study of the external morphology, identification, classification, and distribution of plants in the vicinity.

Laboratory fee, \$2.50.

MISS BARBER

23. Bacteriology.

Required of sophomores majoring in Home Economics. Elective for others. Three semester hours credit. One lecture and four laboratory hours a week. Prerequisite: Biology 12 and Chemistry 10-11 or their equivalents. Lecture: Thursday, 1:45. Laboratory: Tuesday, Thursday, 2:45-4:45.

A general discussion of bacteria in all their relations, with special attention to the laboratory methods of studying bacteria, the preparation of culture media; principles of sterilization and disinfection; bacteriological examination of air, milk, water; and studies in fermentation, chiefly from the point of view of the householder.

Laboratory fee, \$2.50.

MISS BROWNLEE

25. Elements of Cryptogamic Botany.

Prerequisite: Biology 12-13. Two lectures and six laboratory hours a week. Lectures: Thursday, Saturday, 9:30. Laboratory: Monday, Wednesday, Friday, 8:30-10:30. Four semester hours credit.

A study of the morphology and life history of types of algæ, fungi, liverworts, mosses, and ferns.

Laboratory fee, \$2.50.

MISS BARBER

30-31. Physiology and Hygiene, Advanced.

Open to juniors and seniors. Tuesday, Thursday, Saturday, 11:00.

First semester. Physiology: The general structure and composition of the human body; the nervous system; digestive, circulatory, and respiratory systems; secretion and excretion; blood and lymph; reproduction.

Second semester. Hygiene: The course includes the subjects of exercise, bathing, clothing, etc.; contagion and infection; disinfection.

tion, and hygienic arrangement of the sick-room; community hygiene.

A course is given in "First Aid" as arranged by the American Red Cross. Those who pass the examination in this course will be given a certificate from the American Red Cross.

TEXT AND REFERENCE BOOKS: Kirk, *Handbook of Physiology*; Flint, *Human Body*; Martin, *Human Body*; Schaffer and Flint, *American Textbook of Physiology*; Gray, *Anatomy*.

DR. CARROLL

32. Invertebrate Zoology.

Prerequisite: Biology 12-13. Four semester hours credit.

Lectures: Monday, Friday, 12:00. Laboratory: Wednesday, Friday, 1:45-4:45.

This course deals with the morphology, physiology, life history, and economic importance of a series of invertebrate animal types.

Laboratory fee, \$2.50.

MISS BROWNLEE

33. Comparative Anatomy of Vertebrates.

Prerequisite: Biology 12-13. Four semester hours credit.

Hours same as for course 32.

The lectures deal with the morphology, physiology, and development of the various vertebrate organs and systems of organs. Various vertebrate types, including fish, amphibia, reptiles, birds, and mammals, will be dissected in the laboratory.

Laboratory fee, \$2.50.

MISS BROWNLEE

40. Genetics.

Prerequisite: Biology 12-13 or its equivalent. Three hours a week. Three semester hours credit. Tuesday, Thursday, Saturday, 9:30.

The aim of this course is to familiarize the student with the principles of heredity and variation. Results of genetical investigations in progress in the departments of both Botany and Zoology will be presented.

MISS BROWNLEE

61. Teaching of Biology.

Prerequisite: Biology 20, 32.

One lecture and four laboratory hours a week. Lecture: Saturday, 9:30. Laboratory, Tuesday, Thursday, 8:30-10:30.

Laboratory fee, \$2.50.

MISS BROWNLEE

III. Chemistry

LULA GAINES WINSTON, *Professor*

MARY ELIZABETH YARBROUGH, *Assistant Professor*

Students majoring in Chemistry will be required to take Physics 30-31.

10-11. General Chemistry.

Required of freshmen majoring in Home Economics. Elective for others. Eight semester hours credit. Lectures: Sec. (a), Tuesday, Thursday, Saturday, 8:30; Sec. (b), Monday, Wednesday, Friday, 1:45. Laboratory: Sec. (a), Wednesday, Friday, 11:00-1:00; Sec. (b), Monday, Friday, 2:45-4:45.

This course includes a study of the occurrence, preparation, and properties of important metallic and nonmetallic elements and compounds. The historical development of the subject is traced, and the fundamental principles of chemistry are discussed as far as possible. Special emphasis is laid upon the practical application of the science to daily life.

Laboratory fee, \$5.00.

Lectures: MISS WINSTON

Laboratory: MISS YARBROUGH

20-21. Organic Chemistry.

Prerequisite: Chemistry 10-11. Eight semester hours credit. Lectures: Tuesday, Thursday, Saturday, 12:00. Laboratory: Monday, Wednesday, 11:00-1:00.

The lectures are taken up with the study of the hydrocarbons and their derivatives. The laboratory periods for the first semester are given to exercises in qualitative analysis, while the remainder of the year is devoted to organic preparations.

Laboratory fee, \$5.00.

MISS WINSTON

30, 31. Quantitative Analysis.

Elective. Prerequisite: Chemistry 20-21. Two lectures and six hours of laboratory work a week. Four semester hours credit each semester. Lectures: Tuesday, Thursday, 12:00. Laboratory: Tuesday, Thursday, 1:45-4:45.

The classroom work includes the discussion of the methods used in the laboratory, the theory of quantitative separations and chemical calculations. The laboratory work includes standard gravimetric and volumetric methods of analysis.

Laboratory fee, \$5.00.

MISS YARBROUGH

34. Organic Chemistry—Carbocyclic Compounds.

Elective. Prerequisite: Chemistry 20-21. Three semester hours credit. Lectures: Monday, 9:30. Laboratory: Wednesday, Friday, 8:30-10:30.

This course is intended primarily for students preparing to study medicine. The laboratory periods are devoted to the preparation of the carbocyclic compounds, while the recitations are taken up with a theoretical study of these compounds.

Laboratory fee, \$2.50.

MISS WINSTON

40. Chemistry of Food and Nutrition.

Elective. Prerequisite: Chemistry 20-21. Three semester hours credit. Tuesday, Thursday, Saturday, 8:30.

This course includes a study of the chemistry and functions of foodstuffs; the amounts of food required in nutrition; and the composition and nutritive values of food materials.

TEXT: Sherman, *Chemistry of Food and Nutrition*, Fourth Edition.

MISS YARBROUGH

61. Methods of Teaching Chemistry.

Elective. Prerequisite: Chemistry 20-21. Two hours of lecture and recitation, and two hours of laboratory work a week for the second semester. Three semester hours credit. Lectures: Wednesday, Friday, 8:30.

The chief aim is to prepare students to teach Chemistry in the high schools.

MISS WINSTON

IV. Economics and Sociology

SAMUEL GAYLE RILEY, *Professor*

NETTIE SOUTHWORTH HERNDON, *Assistant Professor*

A course taken to satisfy a group requirement is not counted on the major, and course 10-11 is never so counted. Courses 20-21, 26 and 27, together with at least two of the courses numbered from 30 to 43, are required for the major.

10-11. Introduction to Economics.

For freshmen in Home Economics. Monday, Wednesday, Friday, 1:45.

A survey of American economic life.

MISS HERNDON

20-21. Principles of Economics.

Open to sophomores, juniors, and seniors. Monday, Wednesday, Friday, 9:30. One section of this course will be given the first semester to satisfy the requirement for a certificate to teach History in high school.

MR. RILEY

26. Modern Social Problems.

Not open to freshmen. Tuesday, Thursday, Saturday, 8:30.

MISS HERNDON

27. Principles of Sociology.

Not open to freshmen. Tuesday, Thursday, Saturday, 8:30.

MISS HERNDON

30. The Economics of Consumption.

Prerequisite: Economics 20-21. Monday, Wednesday Friday, 11:00.

A study of individual, family, and national consumption.

MISS HERNDON

31. Labor Problems.

Prerequisite: Economics 20-21. Monday, Wednesday, Friday, 11:00.

A consideration of the problems of modern labor, such as unemployment, industrial insurance, trade unionism, and the status of the laborer.

MISS HERNDON

32. Rural Problems.

Prerequisite: Sociology 26 or Sociology 27. Monday, Wednesday, Friday, 12:00.

A study of rural social conditions, with plans for improvement.

MISS HERNDON

40. Social Problems of the Family.

Prerequisite: Sociology 26 or Sociology 27. Tuesday, Thursday, Saturday, 11:00.

The historical development and contemporary problems of marriage and the family.

MISS HERNDON

41. Race Problems.

Prerequisite: Sociology 26 or Sociology 27. Tuesday, Thursday, Saturday, 11:00.

The history, causes, and effects of immigration; methods of assimilation. The negro problem.

MISS HERNDON

43. Social Case Work.

For seniors. Prerequisites: Sociology 26, Sociology 27, and Sociology 40. Monday, Wednesday, Friday, 12:00.

This course is intended for those desiring an insight into the methods of social treatment of unadjusted individuals and families.

MISS HERNDON

V. Education

BUNYAN Y. TYNER, *Professor*

LILLIAN PARKER WALLACE, *Assistant Professor*

ETHEL EVANGELINE ENGLISH, *Instructor*

All of the courses listed herein are designed primarily to prepare those who wish to teach in the public schools of the State. Courses marked (R) are required of all students who expect to secure a certificate of any kind; those marked (H) of those desiring certificates to teach High School subjects, Public School Music, or Fine Arts; those marked (P) of those desiring to teach in Primary Grades 1-3; those marked (G) of those desiring to teach in Grammar Grades 4-7. Courses marked (E) may be taken to meet professional requirements for all certificates.

HIGH SCHOOL TEACHER'S CERTIFICATES

Those who expect to secure a Class A certificate, to teach in High School, must meet the requirements listed below. *It is recommended that the subjects which are taught in high school be chosen for majors.*

I. Subject-Matter Courses

A first and second major should be selected from the following fields (the number of semester hours required for a certificate is indicated in parentheses):

English (24), French (18), German (18), Latin (24), History and Social Science (24), Mathematics (15), Science (30). The fol-

lowing combinations are suggested: English-Latin, English-French, English-History, Latin-French, History-Mathematics, History-French, Science-Mathematics, or—

A single major should be selected from the following: Fine Arts (45); Public School Music (45), including six semester hours in Voice; Home Economics (53).

II. Professional Courses

Educational Psychology (3).

Principles of Secondary Education (3).

Materials and Methods of Teaching the First and Second Majors (6).

Six semester hours chosen from courses in Education or Psychology marked (E).

Observation and Directed Teaching (3).

These courses should be taken in the order here listed, all preceded by General Psychology.

GRADE SCHOOL TEACHER'S CERTIFICATES

Those who expect to teach in the grades must, in addition to meeting the requirements for a degree, meet the following specific requirements:

I. Subject-Matter Courses

English, including 6 hours of composition.....	12 semester hours
Children's Literature (Education 42).....	2 or 3 semester hours
American History and Citizenship (32, 33).....	6 semester hours
Geography (30-31) or Geology (39).....	6 semester hours
Drawing (Art Education 20, 21).....	4 semester hours
Industrial Arts (Art 35, 39).....	2 semester hours
Music 10.6-11.6; 20.6-21.6; 32.6-33.6.....	3 or 4 semester hours
Physiology and Health Education (Course 30-31)....	6 semester hours
Physical Education (Course 60-61).....	2 semester hours

II. Professional Courses

Educational Psychology	3 semester hours
Child Psychology	3 semester hours
School Organization and Classroom Procedures.....	3 semester hours
Educational Measurements	3 semester hours

Elementary Education—Primary or Grammar

Grades	6 semester hours
Observation and Directed Teaching.....	3 semester hours
One other course in Education or Psychology marked (E)	3 semester hours

To meet the Physical Education requirement of 2 semester hours, course 60-61 may be substituted for a year of physical education required of all candidates for a degree. It is strongly recommended that all students planning to teach, either on the elementary or the high school level, take this course.

ELEMENTARY EDUCATION

(Suggested order of arrangement)

FRESHMAN YEAR

	Sem. Hrs.
English 10-11	6
Modern or Ancient Language.....	6
History 10-11 or Economics 10-11.....	6
Biology 12-13 or Chemistry 10-11.....	6
Mathematics 10-11, or one of the options listed above.....	6
	—
	30

SOPHOMORE YEAR

	Sem. Hrs.
English 20-21	6
Religion 20-21	6
Modern or Ancient Language.....	6
Psychology 20	3
Music 10.6 and 11.6	2
¹ Electives	7 to 9
	—
	30 to 32

JUNIOR YEAR

	Sem. Hrs.
¹ Education 31	3
Education 35	3
Education 47 or 49	3

¹ Educational Psychology may be taken during the second semester of the sophomore year if Psychology 20 has been taken in the first semester. If Education 31 has been taken in the sophomore year an elective may be taken in its place the first semester of the junior year.

	<i>Sem. Hrs.</i>
² Music 20.6 or 21.6.....	2
History 32-33	6
Geography 30-31	6
Art Education 20-21	4
² Industrial Arts 35, 39	(2)
³ Electives	3 to 6
	<hr/>
	30 to 33

SENIOR YEAR

	<i>Sem. Hrs.</i>
Education 36	3
Education 46 or 48.....	3
Psychology 43	3
Biology 30-31	6
Music 21.6, or Ind. Arts 35, 39.....	2
⁴ Education 34	(3)
Education 70	3
Physical Education 60-61	2
³ Electives	6 to 9
	<hr/>
	31

Education Courses

20*. General Psychology. (E)

For description of course, and time given, see Psychology 20 (p. 73).

31*, 31. Educational Psychology.

Prerequisite: Psychology 20. Sec. (a), Monday, Wednesday, Friday, 9:30; Sec. (b), Tuesday, Thursday, Saturday, 9:30; Sec. (c), Tuesday, Thursday, Saturday, 11:00. Sec. (a), first semester only. Secs. (b) and (c), second semester only.

An attempt is made to give the student a knowledge of psychological factors in their educational aspects. MR. TYNER.

² Music 20.6 is for primary grades, and Music 21.6 is for grammar grades. If necessary in order to get in a second major, Music 21.6 or Industrial Arts 35, 39 may be omitted until the senior year.

³ Students should plan a second major the first semester of the junior year and carry it through both the junior and senior years.

⁴ Required on the grammar grade level. Recommended for primary and high school teachers as an elective in Education.

32, 32*. Principles of Secondary Education. (H)

Elective for juniors and seniors. Prerequisite or parallel: Educational Psychology 31. Given each semester. Monday, Wednesday, Friday, 8:30.

A consideration of the place and function of secondary education in our democracy; the organization and administration of the high school curriculum; student guidance and accounting; managerial factors; records and reports. MR. TYNER

34. Educational Measurements. (G) (E)

Required of those who expect to teach in the Grammar Grades. Recommended to those who plan to teach in the Primary Grades and High School and to those majoring in the Social Sciences. Monday, Wednesday, Friday, 2:45. MR. TYNER

35. School Organization and Classroom Procedure.

Required of students working toward elementary certificate. Elective for juniors. Not open to students taking Education 32. Tuesday, Thursday, Saturday, 11:00.

An attempt to consider in the light of scientific investigation and experience some of the factors and problems which confront the teacher in her daily work: the curriculum; the teacher; organization and control; extra-curricular activities; the school plant; records and reports; relation of teachers and pupils to one another; relation of school to community. MISS ENGLISH

39. History of Education. (E)

Elective for juniors and seniors. Prerequisite: History 10, 11. Tuesday, Thursday, Saturday, 9:30.

A survey of educational theories and practices from primitive times to the present; designed to provide a background for an approach to contemporary educational problems. The major emphasis is placed on modern education. MRS. WALLACE

40. Administration and Supervision of Public Education. (E)

Open to juniors and seniors. Prerequisite: Ed. 31 and 32. Tuesday, Thursday, Saturday, 8:30.

This course deals with the general principles of administration and supervision of public education. The influence of the several

factors of control are noted and evaluated. The principal emphasis in the course, however, is upon the teacher's relation to the administrative and supervisory officials of the school system, with a view to the improvement of instruction in the classroom and the effective coördination of the various activities of the school as a whole.

MR. TYNER

41. Social and Abnormal Psychology. (E)

For description of course, and time given, see Social and Abnormal Psychology 41 (p. 73).

42. Children's Literature. (P) (G)

Elective for juniors. Tuesday, Thursday, Saturday, 12:00.

An extensive study of children's literature; the principles underlying the selection and organization of literary material for the grades. Dramatization and story-telling, and other factors, including the activities of the children which influence oral and written speech.

MISS ENGLISH

43. Child Psychology. (P) (G) (E)

For description of course, and time given, see Child and Adolescent Psychology 43 (p. 73).

46. Elementary Education: Grades 1-3.

Monday, Wednesday, Friday, 12:00.

A study of materials and methods of teaching reading, language, spelling, and writing in the Primary Grades. Observation required and activities stressed.

MISS ENGLISH

47. Elementary Education: Grades 1-3.

Monday, Wednesday, Friday, 12:00.

A study of materials and methods of teaching arithmetic, health, and social studies in the primary grades. Observation required and activities stressed.

MISS ENGLISH

48. Elementary Education: Grades 4-7.

Monday, Wednesday, Friday, 11:00.

A study of materials and methods of teaching reading, language, spelling and writing in the grammar grades. Observation required. The course also considers teaching on the basis of directed learning through activity programs.

MISS ENGLISH

49. Elementary Education: Grades 4-7.

Monday, Wednesday, Friday, 11:00.

A study of materials and methods in the grammar-grade subjects other than reading, language, spelling, and writing. Observation required and units of work developed and evaluated.

MISS ENGLISH

Departmental Courses (Materials and Methods)**60-61.**

Description of these courses will be found under the several departments. Courses numbered 60-61, inclusive, count as Education, three hours of which are required for a high school certificate to teach in one field; six hours are required of those who wish a certificate to teach in two fields. The letter after the number indicates the department from which the principal subject-matter of the course is taken. The following courses are offered for teachers on the high school level:

61 B. The Teaching of Biology.

61 C. The Teaching of Chemistry.

60 E. The Teaching of English.

61 F. The Teaching of French.

60 H. The Teaching of History.

60-61 H. E. The Teaching of Home Economics.

60 L. The Teaching of Latin.

60 M. The Teaching of Mathematics.

30.6-31.6 Mus. The Teaching of Music in the High School.

60-61 P. E. The Teaching of Physical Education.

Observation and Directed Teaching***70.**

At least 54 hours of observation and supervised teaching must be satisfactorily completed in order to qualify for the A certificate. At least 30 hours of this must be in actual teaching. Students are encouraged to get in as much more observation and teaching under supervision and guidance as time will permit. Arrangements are provided for this work to be done under well qualified and experi-

*If all the requirements have been met except observation and directed teaching, the Class B certificate will be issued. After one year of successful teaching experience the applicant may then be issued the Class A certificate.

enced teachers in some of the most progressive schools in the State. Hours will be arranged to meet the schedule and convenience of the student and of the school in which the observation and teaching are to be done. At least two full class periods should be reserved in the schedule of seniors planning to teach in either the fall or spring semester. Prerequisites to teaching on the high school level are: Psychology 20, Education 31, 32, and 60 or 61 in subject in which teaching is to be done. On the elementary level: Psychology 20, Education 31, 35, and 46-47, or 48-49. The work essentially as outlined in the junior year is recommended. The department also expects a student to rank well in scholarship, especially in her major subjects, and in other ways to show promise of becoming a successful teacher, before being assigned to a school for supervised teaching. Three semester hours credit.

VI. English

JULIA HAMLET HARRIS, *Professor*

MARY LYNCH JOHNSON, *Associate Professor*

MARY JAMES SPRUILL, *Assistant Professor*

CAROLYN ARNOLD PEACOCK, *Instructor* *

English 10-11 is a prerequisite for English 20-21; English 20-21 is a prerequisite for all other courses in English except English 38-39. English 38-39, and either English 32-33 or English 42-43 will be required of all students who take a major in English. Students who enter Meredith with advanced standing and who take a major in English will be expected to take the elective work required for a major in English.

10-11. English Composition.

Required of freshmen. Three hours a week. Sec. (a), Tuesday, Thursday, Saturday, 8:30; Sec. (b), Monday, Wednesday, Friday, 9:30; Sec. (c), Tuesday, Thursday, Saturday, 9:30; Sec. (d), Monday, Wednesday, Friday, 12:00; Sec. (e), Tuesday, Thursday, Saturday, 12:00; Sec. (f), Monday, Wednesday, Friday, 2:45.

Composition based on selected masterpieces of literature. Themes and conferences.

STAFF

20-21. Outline History of English Literature.

Required of sophomores. Three hours a week. Sec. (a), Tuesday, Thursday, Saturday, 8:30; Sec. (b), Tuesday, Thursday, Saturday, 11:00; Sec. (c), Monday, Wednesday, Friday, 1:45; Sec. (d), Monday, Wednesday, Friday, 2:45.

A general survey of English literature through the eighteenth century.

MISS JOHNSON, MISS SPRUILL, MISS PEACOCK

32-33. Shakespeare.

Required of students taking a major in English. Tuesday, Thursday, Saturday, 8:30.

Detailed study of three plays. Rapid reading of others. Reports, papers, and conferences.

MISS HARRIS

*[32e. Shakespeare's Comedies.

Open to juniors and seniors who are not taking a major in English. Monday, Wednesday, Friday, 1:45.]

MISS HARRIS

*[33e. Shakespeare's Tragedies.

Open to juniors and seniors who are not taking a major in English. Monday, Wednesday, Friday, 1:45.]

MISS HARRIS

38-39. Old English.

Open to sophomores, juniors, and seniors. Required of students taking a major in English. Monday, Wednesday, Friday, 1:45.

A study of the language, with selected readings from Old English prose and poetry. A study of Middle English during half the second semester.

MISS JOHNSON

40. Milton.

Open to juniors and seniors. Monday, Wednesday, Friday, 11:00.

Detailed study of the poetry and of selections from the prose of Milton.

MISS HARRIS

*Not given in 1933-1934.

*[41. **Browning.**

Open to juniors and seniors. Tuesday, Thursday, Saturday, 11:00.

A study of Browning, supplemented by selections from Tennyson and Arnold.] MISS JOHNSON

42-43. **The Principles of Literary Criticism.**

Open to seniors. Tuesday, Thursday, Saturday, 9:30.

A study of the most important theories of poetry and of the principles of literary criticism. Reading of examples of the various types of literature for the application of these principles. Reports and papers. MISS HARRIS

45. **American Literature.**

Open to juniors and seniors. Monday, Wednesday, Friday, 11:00.

A survey course. Rapid reading of many selections, and a detailed study of a few others. Especial emphasis on the nineteenth century. Lectures, reports, papers, and conferences. MISS HARRIS

46. **Chaucer.**

Open to juniors and seniors. Prerequisite: English 38-39. Tuesday, Thursday, Saturday, 11:00.

A study of the language and writings of Chaucer, with especial attention to the *Canterbury Tales*. MISS JOHNSON

47. **English Romantic Poetry of the Nineteenth Century.**

Open to juniors and seniors. Tuesday, Thursday, Saturday, 11:00.

A study of Wordsworth, Shelley, and Keats, supplemented by selections from Coleridge, Byron, and Scott. MISS JOHNSON

49. **Eighteenth Century Prose.**

Open to juniors and seniors. Monday, Wednesday, Friday, 8:30.

A study of eighteenth century prose, with emphasis on Johnson and his circle. MISS SPRUILL

*Not given in 1933-1934.

50-51. Beowulf.

Open to seniors. Prerequisite: English 38-39. Hour to be arranged.

MISS JOHNSON

60. The Teaching of English.

Open to seniors who are taking a major in English. Monday, Wednesday, Friday, 8:30.

A review of the subject-matter and a study of the methods involved in teaching English in high school. Discussions, reports, papers, and conferences.

MISS SPRUILL

VII. French

CATHERINE ALLEN, *Professor*

MARY LOUISE PORTER, *Associate Professor*

ETHEL KATHRYN DAY, *Instructor*

4-5. Elementary French.

A course for those who do not offer French for entrance. Counts two units or six semester hours. Tuesday, Thursday, Saturday, 11:00.

Special lessons in phonetics and in verbs. Dictation, drill exercises, questionnaires, elementary readings, a minimum of translation, frequent reviews. Emphasis on geography and on French life and culture.

Smith and Roberts: *French Book One*.

MISS PORTER

6-7. Elementary French.

A continuation of French 4-5. Prerequisite: one unit of French. Counts two units or six semester hours. Monday, Wednesday, Friday, 8:30.

Fraser, Squair, Carnahan: *Brief French Grammar*, Pargment: *La France et les Français*; Brieux: *Les Américains chez nous*.

MISS PORTER

10-11. First College Year.

Prerequisite: two units of French. Secs. (a), (b), Monday, Wednesday, Friday, 9:30; Sec. (c), Tuesday, Thursday, Saturday, 12:00; Secs. (d), (e), Monday, Wednesday, Friday, 1:45.

Emphasis on pronunciation and on verbs. Dictation, drill exercises, classroom use of French wherever possible. The aim is to encourage appreciation of the language and of the civilization.

Nitze and Wilkins: *Handbook of Phonetics*; Barton and Sirich: *French Review Grammar and Composition*; Lavissee: *Histoire de France, Cours Moyen*; Hugo: *Hernani*. Collateral readings in standard histories and literatures. STAFF

20-21. French Drama of the Seventeenth Century.

Prerequisite: French 10-11. Tuesday, Thursday, Saturday, 9:30.

Phonetics, verbs, the use of the subjunctive. Résumés and reports, written and oral. Badaire: *Précis de Littérature Française*. Selected dramas of Corneille, Molière, Racine. MISS PORTER

30-31. French Poetry.

Prerequisite: French 20-21. Tuesday, Thursday, Saturday, 12:00.

The middle ages, the poetry of chivalry, the courtly lyric of the fourteenth and fifteenth centuries. The sixteenth century, court and religious poetry. The seventeenth century, reform in poetry, the lyric element in the work of the classic writers. The eighteenth century, the end of classicism. The nineteenth century, romantic poetry, Parnassian poetry, contemporary poetry. MISS ALLEN

42-43. Development of the French Novel.

Prerequisite: French 30-31. Monday, Wednesday, Friday, 11:00.

Origin of prose fiction in the middle ages. General tendencies of seventeenth century fiction. The eighteenth century; the novel as a study of society. The historical novel of the nineteenth century. The tendency of contemporary fiction. MISS ALLEN

44. Advanced Course in Conversation.

Open to all electing an advanced course in French, Monday, Wednesday, Friday, 1:45. MISS ALLEN

61. The Teaching of French.

For students majoring in French. Prerequisite: French 44. Monday, Wednesday, Friday, 1:45.

Reports and discussion of methods. Consideration of modern language texts. Modern Language Journal read and discussed. Review of grammar.

MISS ALLEN

VIII. German

CATHERINE ALLEN, *Professor*

4-5. Elementary German.

This course is intended to give students an opportunity to begin the study of German and to acquire a practical knowledge of the language. Counts two units or six semester hours. Tuesday, Thursday, Saturday, 11:00.

Grammar, prose composition, drill in phonetics, reading of short stories and plays by modern writers, conversation, dictation. Emphasis on German life, culture, and geography.

6-7. Elementary German.

Prerequisite: One year of German. Counts two units or six semester hours. Tuesday, Thursday, Saturday, 9:30.

Study of grammar continued. Reading, prose composition, and conversation. Themes in simple German are based upon texts read. Aim to encourage appreciation of the language and of the civilization.

10-11. German Literature.

This course presupposes a good knowledge of German grammar and the ability to understand simple German. Credit: six semester hours. Wednesday, Friday, 9:30.

Introduction to German literature. Outline of the history of German literature. Reading of selected dramas and poems of Lessing, Schiller, and Goethe, with a study of their lives.

Grammar, composition, and conversation continued.

IX. History

SAMUEL GAYLE RILEY, *Professor*

NETTIE SOUTHWORTH HERNDON, *Assistant Professor*

LILLIAN PARKER WALLACE, *Assistant Professor*

ALICE BARNWELL KEITH, *Assistant Professor*

History 10 and 11 are prerequisites for all the courses in History. History 42 and History 43 are required for all students who take a major in History.

10. Medieval European History.

For freshmen and sophomores. Sec. (a), Tuesday, Thursday, Saturday, 8:30; Sec. (b), Tuesday, Thursday, Saturday, 11:00; Sec. (c), Monday, Wednesday, Friday, 12:00; Sec. (d), Monday, Wednesday, Friday, 1:45.

The course is conducted by means of informal discussions, occasional hour examinations, and a final examination at the close of the semester.

Each student is required to keep a loose-leaf notebook and to do a large amount of collateral reading. STAFF

11. Modern European History, 1500-1815.

For freshmen and sophomores. Hours and methods same as course 10. STAFF

20, 21. English History.

Prerequisite: History 10 and History 11 or an equivalent. Three hours a week for a year. Monday, Wednesday, Friday, 8:30. MISS KEITH

22, 23. Ancient History.

Prerequisite: History 10, 11, or an equivalent. Monday, Wednesday, Friday, 1:45.

This course aims to meet the needs of students of the classics, and of those preparing for high school teaching. MRS. WALLACE

26. Modern European History, 1815-1914.

Prerequisite: History 10 and History 11. Tuesday, Thursday, Saturday, 11:00. MRS. WALLACE

31. Recent European History.

Prerequisite: History 26 or an equivalent. Tuesday, Thursday, Saturday, 11:00.
MRS. WALLACE

32, 33. American History.

Prerequisite: History 10 and History 11. A survey course designed to meet the needs of students who are preparing to teach in the grades. Tuesday, Thursday, Saturday, 12:00.

MISS KEITH

34. Political and Social History of the United States to 1789.

Prerequisite: History 10 and History 11. A survey of the political and social development of the Colonial and Revolutionary periods. Tuesday, Thursday, Saturday, 9:30.

MR. RILEY

35. Political and Social History of the United States, 1789-1865.

Prerequisite: History 10, History 11, and History 32, 33 or History 34. A continuation of History 34. Tuesday, Thursday, Saturday, 9:30.

MR. RILEY

42. Political and Social History of the United States since 1865.

Prerequisites: History 32, 33 or History 34 and History 35. This course is a continuation of courses 34 and 35. Sec. (a), Monday, Wednesday, Friday, 11:00; Sec. (b), Monday, Wednesday, Friday, 2:45. Required of students whose major is History.

MR. RILEY

43. Studies in the Social History of the United States, 1829-1861.

Prerequisite: History 32, 33 or History 34, 35. Hours same as course 42.

MR. RILEY

46. National Government of the United States.

Prerequisite: History 34, 35 or an equivalent. Monday, Wednesday, Friday, 1:45.

MISS KEITH

47. State and Local Government in the United States.

Prerequisite: History 34, 35 or an equivalent. Monday, Wednesday, Friday, 1:45.

MISS KEITH

60. Teaching of History.

For seniors majoring in History. Tuesday, Thursday, Saturday, 12:00.

(Also described as Education 60 H. Credit in Education.)

MRS. WALLACE

X. Home Economics

ELLEN DOZIER BREWER, *Professor*

JENNIE M. HANYEN, *Associate Professor*

Students majoring in Home Economics with a view to teaching it should include in their course, in addition to the general requirements for the degree, the following courses: In the freshman year, Textiles and Clothing 10; in the sophomore year, Bacteriology, Chemistry 20-21, and Foods and Cookery 20-21; and in the junior and senior years, Physics, Physiology 30-31, Textiles and Clothing 34 or 44, Art Education, Home Nursing, Child Development, Nutrition, Foods and Cookery 31, Home Management, House Planning and Furnishing, Family Relationships, Methods of Teaching Home Economics, and nine hours of Education in addition to Psychology. These subjects, in addition to meeting the State requirements for an A certificate to teach Home Economics, will complete the two majors required by the college. The State Department of Education recommends that students be prepared to teach in two fields. By adding to the above subjects a course in Geography and a course in Methods of Teaching General Science it is possible to secure also an A certificate in General Science.

10-11. Textiles and Clothing.

Six semester hours credit. Lectures: Tuesday, Thursday, 9:30. Laboratory: Sec. (a), Monday, 11:00-1:00; Wednesday, 2:45-4:45; Sec. (b), Wednesday, Friday, 11:00-1:00.

A course including the psychology of line and color in dress, with emphasis upon clothing suitable for individual types and

various occasions. It includes a study of the commercial pattern in the construction of simple outer and inner garments for self, the use and care of sewing machines, clothing budget, and textiles.

MISS HANYEN

15. Home Appreciation.

Elective for freshmen and sophomores in all courses. Tuesday, Thursday, Saturday, 9:30.

This course is intended primarily to help students in their adjustment to different kinds of group living. It includes a study of the modern family and its constituent parts, college relationships, responsibility for proper spending of the family income, the individual and family budget, the economics and ethical principles of dress, principles of food selection, and the use of a time schedule under varying conditions.

MISS BREWER

20-21. Foods and Cookery.

Required of sophomores majoring in Home Economics. Open to other sophomores, juniors, and seniors. Six semester hours credit. Lecture: Wednesday, 8:30. Laboratory: Monday, 1:45-3:45; Friday, 1:45-4:45.

The aim of this course is to give a knowledge of the fundamental principles and processes involved in the preparation, preservation, and serving of foods. Some attention is given to menu-making and food costs, and opportunity is given the members of the class of serving well-balanced meals at a moderate cost.

MISS BREWER

30. Nutrition.

Prerequisites: Cookery 20-21 and Chemistry 20-21. Three semester hours credit. Lectures: Wednesday, Friday, 12:00. Laboratory: Monday, 11:00-1:00.

The aim of this course is to give a knowledge of the nutritive requirements of the individual throughout the various stages of life. Typical dietaries are prepared for persons of different ages and economic conditions.

MISS BREWER

31. Foods and Cookery.

Prerequisite: Cookery 20-21. Three semester hours credit. Lecture: Wednesday, 9:30. Laboratory: Wednesday, 1:45-4:45; Friday, 11:00-1:00.

This is a course in advanced cooking and meal serving. Food composition and combination are studied in connection with the planning, preparation, and serving of typical meals. Special attention is given to the economics of the food situation. MISS BREWER

32. Home Cookery.

Elective for juniors and seniors in all courses. Three semester hours credit. Lecture: Tuesday, 1:45. Laboratory: Tuesday, 2:45-4:45; Thursday, 1:45-4:45.

This is a brief course in food selection, preparation, and service, planned for students majoring in other fields. MISS BREWER

*[34. Textiles and Clothing.

Prerequisite: Textiles and Clothing 10-11. Three semester hours credit. Lectures: Monday, Friday, 1:45. Laboratory: Monday, Friday, 2:45-4:45.

This course alternates with Clothing 44. It includes the adaptation of commercial and drafted patterns, renovation of fabrics, and the remodeling of garments. Foundation patterns for underwear and dresses are drafted to measure.] MISS HANYEN

35. Home Nursing.

Tuesday, 1:45.

Prevention of illness in the home. Home care of the sick, including improvised nursing equipment. First-aid work necessary to meet emergencies within the home. MISS HANYEN

36. Home Appreciation.

Elective for juniors and seniors in all courses. Tuesday, Thursday, Saturday, 11:00.

Subject-matter similar to that outlined under Home Appreciation 10. Method of approach and application differ to meet the needs of advanced students. MISS BREWER

37. Child Development.

Monday, Wednesday, Friday, 1:45.

A study of the child from infancy through the pre-school period, dealing with pre-natal influence, home environment, and the physical, mental, and emotional development. MISS HANYEN

*Not given in 1933-1934.

40. Home Management.

Three semester hours credit. Tuesday, Thursday, Saturday, 12:00.

The aim of this course is the application of scientific principles to the problems of the modern home-maker. The apportionment of time and of the income, the efficient organization of the household, and economic and social relationships of the family are discussed. One month of practice housekeeping. This course is open to all juniors and seniors, but the practice housekeeping is required only of students majoring in Home Economics.

MISS BREWER

41. House Planning and Furnishing.

Three semester hours credit. Tuesday, Thursday, Saturday, 12:00.

A study of the house plan from the standpoint of convenience and artistic effect. The selection of household furnishings and attractive arrangement of interiors.

MISS BREWER

44. Textiles and Clothing.

Prerequisite: Textiles and Clothing 10-11. Three semester hours credit. Lectures: Tuesday, Thursday, 1:45. Laboratory: Tuesday, Thursday, 2:45-4:45.

This course includes the application of principles of design and color harmony in dress, with problems modeled on the form, the completion of the costume by designing and making of hats and accessories, the construction of children's clothing, and tailoring.

MISS HANYEN

60-61. Methods of Teaching Home Economics.

Six semester hours credit. Tuesday, Thursday, Saturday, 8:30.

This is a study of the methods of teaching Home Economics in high schools. It includes observation, the making of lesson plans, and supervised teaching.

MISS HANYEN

XI. Latin

HELEN PRICE, *Professor*

All courses numbered above 19 count toward a Latin major. If Latin 8-9, or its equivalent, has been successfully completed in college, Latin 10, 11, with the approval of the head of the department, may be counted toward a major.

6-7. Elementary Latin. Reading of simple Latin.

Open to students who offer less than two units of Latin for entrance. Credit: two units or six semester hours. Tuesday, Thursday, Saturday, 8:30.

8-9. Prose Authors and Vergil's *Æneid*.

Prerequisite: Two units of Latin for entrance or Latin 6-7. Monday, Wednesday, Friday, 1:45.

10. Cicero, *De Amicitia*, and Catullus. Prose Composition.

Prerequisite: Four units of Latin for entrance or Latin 8-9. Tuesday, Thursday, Saturday, 9:30.

11. Horace, *Odes* and *Epodes*.

Hours same as course 10.

20. Cicero's *Letters*. Pliny's *Letters*.

Elective for sophomores and juniors. Wednesday, Friday, 9:30.

21. Latin Elegiac Poetry.

Elective for sophomores and juniors. Wednesday, Friday, 9:30.

22. Roman Private Life.

Elective for sophomores and juniors. No reading knowledge of Latin required. Monday, 9:30.

23. Roman Religion and Philosophy.

No reading knowledge of Latin required. Monday, 9:30.

*[30. Latin Comedy.

Elective for sophomores and juniors. Tuesday, Thursday, Saturday, 8:30.]

*[31. Roman Satire.

Elective for sophomores and juniors. Thursday, Saturday, 8:30.]

*[33. History of Latin Literature.

Elective for sophomores and juniors. No reading knowledge of Latin required. Tuesday, 8:30.]

41. Vergil, Georgics and Eclogues, *Æneid* VII-XII.

Elective for seniors. Same hours as 60.

42. Roman Historians.

Elective for juniors and seniors. Wednesday, Friday, 8:30.

43. Lucretius.

Elective for juniors and seniors. Wednesday, Friday, 8:30.

44, 45. Sight-Reading of Latin.

Prerequisite: Latin 10-11. Two hours recitation. One hour credit. Tuesday, Thursday, 1:45.

47. Advanced Latin Composition.

Prerequisite: Latin 60. One hour. Second semester. Hour to be arranged.

60. Teaching of Latin.

Elective for seniors. Monday, Wednesday, Friday, 12:00.

XII. Greek

HELEN PRICE, *Professor*

20-21. Elementary Course.

Open to all students. Monday, Wednesday, Friday, 11:00.

30-31. Plato's Apology. Homer's Iliad.

Prerequisite: Greek 20-21. Monday, Wednesday, Friday, 2:45.

*[32. Greek Literature in Translation.

First semester. Monday, Wednesday, Friday, 12:00. Epic, lyric poetry, drama. Special attention to the relation of the arts.]

*[33. Greek Literature in Translation.

Second semester. Monday, Wednesday, Friday, 12:00. History, Philosophy, and Hellenistic Literature.]

34-35. Greek Tragedy.

Three hours a week throughout the year. Open to those who have completed Greek 30-31.

XIII. Mathematics

ERNEST F. CANADAY, *Professor*

DORIS KATHERINE TILLEY, *Instructor*

Courses 10, 11, 60 do not count on a major.

10. College Algebra.

Sec. (a), Monday, Wednesday, Friday, 9:30. Sec. (b), Tuesday, Thursday, Saturday, 9:30; Sec. (c), Monday, Wednesday, Friday, 1:45.

STAFF

TEXT: Hart.

11. Trigonometry.

Sec. (a), Monday, Wednesday, Friday, 9:30; Sec. (b), Tuesday, Thursday, Saturday, 9:30; Sec. (c), Monday, Wednesday, Friday, 1:45.

TEXT: Curtiss and Moulton.

STAFF

12. Solid Geometry.

Wednesday, Friday, 2:45.

TEXT: Wentworth.

MISS TILLERY

14. Mathematical Principles of Accounting.

Monday, 2:45.

MISS TILLERY

20-21. Plane and Solid Analytic Geometry.

Prerequisite: Course 11. Tuesday, Thursday, Saturday, 11:00.

TEXT: Siceloff-Wentworth-Smith.

MR. CANADAY

30-31. Differential and Integral Calculus.

Prerequisite: Course 20-21. Monday, Wednesday, Friday, 11:00.

TEXT: Ford.

MR. CANADAY

40. Theory of Equations.

Prerequisite: Course 20-21. Tuesday, Thursday, Saturday, 8:30.

TEXT: Dickson.

MR. CANADAY

41. College Geometry.

Prerequisite: Course 20-21. Tuesday, Thursday, Saturday, 8:30.

TEXT: Altshiller Court.

MR. CANADAY

60. Methods of Teaching Mathematics.

Prerequisite: Course 20-21. Counts as three hours Education. Tuesday, Thursday, Saturday, 9:30.

Review of subject-matter, study of methods involved in high school teaching, investigation of high school texts and materials, reading in mathematical history and current magazines.

MISS TILLERY

XIV. Physics, Astronomy, Geology, Geography

J. GREGORY BOOMHOUR, *Professor*

ETHEL EVANGELINE ENGLISH, *Instructor*

PHYSICS

30-31. General Physics.

For juniors and seniors. Three hours a week. Three hours lecture and recitation and two hours laboratory. Lectures: Monday, Wednesday, Friday, 9:30. Laboratory: Monday, 2:45-4:45.

This course includes a study of the elementary fundamental principles of Physics. The work consists of lectures, class demonstrations, occasional quizzes, and laboratory work based on mechanics, sound, light, heat, magnetism, and electricity. Special attention is given to the explanation of the phenomena of everyday life.

TEXTS: Millikan and Gale, *First Course in Physics*; Millikan, Gale, and Bishop, *Laboratory Guide*. MR. BOOMHOUR

ASTRONOMY

36. General Astronomy.

For juniors and seniors. Three hours a week for the first semester. Tuesday, Thursday, Saturday, 1:45.

An introductory study of the facts and principles underlying the science of astronomy. Two hours a month are given to the observation and study of constellations.

TEXT: Todd, *New Astronomy*.

MR. BOOMHOUR

GEOLOGY

39. General Geology.

For juniors and seniors. Prerequisite: Chemistry and Biology. Three hours a week for the second semester. Tuesday, Thursday, Saturday, 1:45.

This course includes a study of the natural phenomena which affect the earth's structure and topography, and the varied changes that have taken place in plant and animal life. Two hours a month are given to field study of quarries and topography.

TEXT: Chamberlin and Salisbury, *Introductory Geology*.

MR. BOOMHOUR

GEOGRAPHY

30. Principles of Human Geography.

Open to sophomores and juniors. Monday, Wednesday, Friday, 1:45.

An introductory world-wide survey of the distribution and characteristics of the elements of the natural environment, with particular reference to the bearing of the natural environment on the economic life of man.

MISS ENGLISH

31. Geography of North America.

Open to sophomores and juniors. Monday, Wednesday, Friday, 1:45.

The continent is divided into natural regions, each of which is studied with regard to its physical features, resources, and economic activities.

MISS ENGLISH

XV. Psychology and Philosophy

FLORENCE MARIAN HOAGLAND, *Assistant Professor*

20, 20.* General Psychology.

Required for the A.B. degree. Sec. (a), Tuesday, Thursday, Saturday, 9:30; Sec. (b), Monday, Wednesday, Friday, 11:00; Sec. (c), Monday, Wednesday, Friday, 2:45. Sec. (c), both semesters; (a) and (b) first semester only.

41. Social and Abnormal Psychology.

Open to juniors and seniors. Prerequisite: Psychology 30. Monday, Wednesday, Friday, 12:00.

A study of mental disorders and exaggerated psychical processes for the purpose of acquainting the student with the problems of human adjustment.

43. Child Psychology.

Open to juniors and seniors. Prerequisite: Psychology 20. Tuesday, Thursday, Saturday, 12:00.

Primarily for prospective teachers. The physical and mental growth of the child traced through the adolescent years.

44. History of Ancient and Medieval Philosophy.

Open to juniors and seniors. Monday, Wednesday, Friday, 9:30.

Special emphasis on Plato and Aristotle.

45. History of Modern Philosophy.

Open to juniors and seniors. Monday, Wednesday, Friday, 9:30.

Readings from Bacon, Hobbes, Descartes, Spinoza, Locke, Berkeley, Hume, Kant, Hegel, and Schopenhauer.

XVI. Religion

LEMUEL ELMER McMILLAN FREEMAN, *Professor*

ISAAC MORTON MERCER, *Assistant Professor*

Each student is required to take during her sophomore or junior year three semester hours of Religion from the following: Religion 20, 21, and three from 20, 21, 35, 37, 42, 43, 44, 45.

A student who is to count Religion for a first major must elect at least eighteen semester hours, as follows: Nine semesters from Religion 20, 21, 35, 37, 40, 41, 42, 43, 44, 45. The remaining courses may be elected with the approval of the head of the department from other courses. Those who are planning to attend the Training School or Seminary are to take most of the last six or twelve hours in courses 30 to 35 and 40 to 45.

A student who is to count Religion as a second major will elect three hours from Religion 20, 21, three hours from 30, 31, 32, 33, and three or more hours from other courses.

10. The Principles of Church Efficiency.

Open to freshmen and sophomores. Tuesday, Thursday, Saturday, 9:30.

After a brief survey of American Baptist history and distinguishing Baptist principles, attention is directed to methods of promoting the efficiency of local churches.

The various forms of activity in the local church are studied. Attention is given to the organization and work of the W. M. U., the B. Y. P. U., the Daily Vacation Bible School, and the Sunday School. Religious surveys, methods of enlistment, evangelism, and the social side of church life are investigated. Mr. MERCER

12, 13. Missions.

Open to freshmen and sophomores. Monday, Wednesday, Friday, 2:45.

In this course the Biblical ground for missions, the history of missions, and the various forms of Southern Baptist mission work carried on at home and abroad are studied. MR. MERCER

20. Old Testament History.

Open to sophomores and juniors. Students who offer this as prescribed work are required to complete this course by the end of the junior year. Sec. (a), Monday, Wednesday, Friday, 9:30; Sec. (b), Tuesday, Thursday, Saturday, 11:00.

This course gives a brief survey of Old Testament History. It aims to give a knowledge of the history of the Hebrews, the religious and moral ideals of their great leaders, to discover Israel's contribution to human progress, and to prepare the student to appreciate the various forms of Old Testament literature.

TEXTS: *American Standard Version of the Bible*. Smyth, *How We Got Our Bible*. MR. FREEMAN and MR. MERCER

21. New Testament History.

Open to sophomores and juniors. Students who offer this as prescribed work are required to complete this course by the end of the junior year. Sec. (a), Monday, Wednesday, Friday, 9:30; Sec. (b), Tuesday, Thursday, Saturday, 11:00.

The Life of Christ and the History of the Apostolic Age are studied.

TEXTS: Stevens and Burton, *A Harmony of the Gospels*; Burton, *Records and Letters of the Apostolic Age*.

MR. FREEMAN and MR. MERCER

24. Religious Education.

Tuesday, Thursday, Saturday, 11:00.

This course is a general introduction to Religious Education, particular attention being given to its principles and institutions.

TEXT: Price, *An Introduction to Religious Education*.

MR. FREEMAN

25. Sunday School Teaching.

Tuesday, Thursday, Saturday, 11:00.

The teaching methods of Jesus are studied and compared with methods now in use. Considerable time is given to lesson construction. Opportunity is given for visiting some of the Raleigh Sunday Schools.

MR. FREEMAN

***[30. Old Testament Interpretation.**

Prerequisite: Religion 21. Monday, Wednesday, Friday, 1:45.

Selections from the prophetic writings are used in the course.]

***[31. New Testament Interpretation.**

Prerequisite: Religion 21.]

32. Old Testament Interpretation.

Prerequisite: Religion 21. Monday, Wednesday, Friday, 1:45.

Selections from the poetical writings of the Old Testament are used in this course. Considerable time is spent on the Book of Job.

MR. FREEMAN

***[33. New Testament Interpretation.**

Prerequisite: Religion 23. Monday, Wednesday, Friday, 1:45.]

35. Christian Doctrines.

Tuesday, Thursday, Saturday, 9:30.

MR. MERCER

37. Biblical Literature.

Open to sophomores, juniors, and seniors. Monday, Wednesday, Friday, 1:45.

Representative selections from both the Old and the New Testament are studied as literature. Attention is given to the circumstances under which the various kinds of literature were produced. Emphasis is placed on reading the Bible for understanding and appreciation.

MR. FREEMAN

***[40. Pre-Reformation Church History.**

Monday, Wednesday, Friday, 12:00.

This course covers the history of Christianity from the close of the Apostolic Age to the time of the Reformation. After a survey

* Not given in 1933-1934.

of the field covered by the course, attention is given to the influence of outstanding persons and the growth of ecclesiastical institutions. Lectures, parallel reading, and class discussion.] MR. FREEMAN

***[41. Church History from the Beginning of the Reformation to the Present.**

Monday, Wednesday, Friday, 12:00.

The influences leading to the Reformation and its religious, political, moral, and intellectual results are considered. Religious development from the Reformation to the present is traced, special attention being given to the rise of the principal denominations and the influence of representative leaders.] MR. FREEMAN

***[42. Theism.**

Open to juniors and seniors. Tuesday, Thursday, Saturday, 9:30.

The various arguments for the existence of God are considered, and an effort is made to understand philosophically the relation between God and the world. Lectures, parallel reading, and class discussion.] MR. FREEMAN

***[43. Comparative Religion.**

Open to juniors and seniors. Tuesday, Thursday, Saturday, 9:30.

The most important religions of the past and present are studied with a view to understanding their principal teachings and influence.] MR. FREEMAN

44. Christian Ethics.

Open to juniors and seniors. Monday, Wednesday, Friday, 12:00.

The moral principles of Christianity are studied with reference to present-day social problems. MR. FREEMAN

45. Present-day Religious Problems.

Open to juniors and seniors. Monday, Wednesday, Friday, 12:00.

Several of the most important tendencies of religion are studied. Opportunity is given for considerable reading. MR. FREEMAN

* Not given in 1933-1934.

XVII. Physical Education

GERTRUDE ROYSTER SORRELL, *Director*

All students when entering college are given a physical examination by the resident physician and physical director. If this should show reason why a student should not take the regular work, then special exercises adapted to her needs will be prescribed for her. A special examination is required before a student is entered for the heavy field sports.

A new uniform, at moderate price, has been adopted, and students are advised to wait until they arrive at college before they provide themselves with an outfit. The suit selected by the department is economical and is the standard uniform.

On the college grounds are courts for tennis, basketball, volleyball, hockey, and archery.

All resident students are required to take two hours a week of physical education. Seniors who have passing grades for six semester hours are allowed optional attendance. As far as possible students are organized in classes, according to the number of years they have had the work.

Students are credited in the physical and field work on the basis of faithfulness, punctuality, and effort.

At the close of the interclass basketball and hockey games, letters are awarded to the best players. A handsome silver loving cup is also offered yearly to the team winning in an interclass basketball contest. To the champion of the interclass tennis tournament letters are awarded.

The athletics committee of the faculty, with the physical director, has control of all field sports.

60-61. Methods and Materials for Teaching Physical Education.

Elective for a limited number of juniors and seniors. Two semester hours credit will be allowed by the State Department for those who apply for a Primary Certificate or a Grammar Grade Certificate.

This course includes story plays, singing games, rhythmic plays, schoolroom and playground games, educational and corrective gymnastics, and folk dances. Instruction is given in outdoor sports, hockey, basketball, tennis, track, and archery. A notebook is required. This course may be substituted for the required work in Physical Education.

Department of Music

LESLIE P. SPELMAN, *Professor*

MAY CRAWFORD, *Associate Professor*

CHARLOTTE ELIZABETH ARMSTRONG, *Associate Professor*

ETHEL M. ROWLAND, *Associate Professor*

AILEEN McMILLAN, *Acting Assistant Professor*

VIRGINIA BRANCH, *Instructor*

ELVERDA ROSEL, *Instructor*

MARGARET HIGHSMITH BROWN, *Lecturer*

The courses in the Department of Music fall into four principal groups, namely: courses in history and appreciation designed primarily as cultural courses for students not specializing in music, courses in teaching methods designed to prepare for work as a teacher of music (in the public schools or as a private teacher), courses in theory and composition designed to furnish a solid background for the understanding and interpretation of the greatest music as well as to develop to the fullest the creative ability of the individual, and courses in singing and playing leading to artistic performance. The importance of supplementing a musical education by a liberal cultural education is now more than ever before realized. While it is true that there are those who have attained success in music with little or no cultural background, they are the exceptions, and most eminent musicians have been persons of liberal education, for the understanding and appreciation of music are governed to a large extent by the understanding and appreciation of life. For this reason the literary requirements for entrance and graduation with the major in music are considered very essential and made an important part of the total requirements for a degree.

Admission to Classes

A. *Literary Requirements.*

For admission to the freshman class a candidate must offer fifteen units of the entrance requirements for the A.B. degree.

For a detailed description of these courses see pages 24-28. A unit represents four one-hour recitations or five forty-five-minute recitations a week throughout a secondary school year, and is estimated to be equivalent to one-fourth of the work in one year in the high school.

Every candidate for a degree must offer:

English	4 units
French	}
or	
German	
*Electives	9 units
<hr/>	
Total.....	15 units

B. *Musical and Technical Requirements.*

Students are graded in music according to the quality as well as the quantity of work done, and therefore on entering are classified only tentatively until the value of their entrance music can be determined. Students are assigned to teachers according to their needs and abilities, and resident students may study only with teachers engaged by the college.

1. *For admission with the major in piano* a student should be able to play:

(a) All scales and arpeggios, major and minor, through four octaves, parallel motion, at a moderate tempo.

(b) Several studies of the difficulty of: Duvernoy Op. 120, Bertini Op. 100, Czerny Op. 636, Jensen "25 Piano Studies," Heller Op. 46, Gurlitt Op. 54.

(c) A sonata of the difficulty of Mozart *Sonata in C major*, Haydn *Sonata in C major*, Beethoven Sonatas Op. 49, Nos. 1 and 2.

*Any required or elective subjects allowed for entrance to the A.B. course may be offered (see page 23); also a half-unit or a unit in the Theory of Music will be accepted, according to the amount of time given to the work.

(d) Lighter pieces of the difficulty of Tschaikowsky *Song of the Lark*, Schytte *Witches' Revel*, Schubert *Scherzo in B flat*, Merkel *Butterfly*.

2. *For admission with the major in organ* a student should be able to play one or more of the *Eight Short Preludes and Fugues* of Bach as well as lighter pieces by Dubois, Guilmant, Smart, and other composers. A few talented students who have never studied organ, but who are well prepared in piano, may be admitted without previous study of the organ, at the discretion of the instructor.

3. *For admission with the major in voice* a student should possess a good natural voice and a correct musical ear. Some knowledge of the piano will be found helpful and will reduce the time to be devoted to piano as a secondary subject. In general, applicants for admission with the major in voice will be expected to sing several songs, for at least one of which they should play their own accompaniment.

4. *For admission with the major in violin* a student should have theoretical and practical knowledge of all positions and all bowings, and should be able to play all major and minor scales through two octaves, at moderate tempo. In addition, etudes of the difficulty of Laoureux Book II, Mazas Op. 36, Kayser Op. 20; pieces by Bohm, Dancla, Bériot, Raff, and other composers; and a movement from a sonata or simple concerto should be offered. Some knowledge of the piano will be found helpful and will lessen the time to be devoted to piano as a secondary subject.

5. *For admission with the major in violoncello* a student should have studied the first two volumes of Dotzauer *Violoncello Method* or Pottier *Violoncello Method*, Tabbs *Position Studies*, and Bast *Book of Scales and Arpeggios*; and should offer several pieces by Schmidt, Blair, Popper, Golterman, or

other recognized composers. A few talented students who have a good musical foundation in piano or violin, but who have not studied violoncello, may be admitted at the discretion of the instructor.

6. *For admission with the major in public school music* a student should give evidence of having taken enough work in piano or voice, or both, to be able to complete in four years the requirements for the degree with the major in public school music.

7. *For admission with the major in composition* a student should possess a sensitive musical ear and should present enough original work to satisfy the instructor that she can pursue the course with profit.

Conditioned Students

Freshmen must offer fifteen units and are not allowed any conditions in literary subjects. Freshmen must remove all conditions in practical music by the end of the first semester.

Sophomores may have conditions not exceeding three hours, but only a slight condition in practical music will be allowed. Sophomores must remove all conditions in practical music by the end of the first semester.

Juniors and seniors may be conditioned to the extent of three hours in their theoretical and literary work, but no student will be rated as a junior or senior if conditioned in her major subject.

Irregular Students

Those who cannot meet the entrance requirements in practical music, but who offer fifteen entrance units, including three in English and two in French or German, may be classed as irregular students in music.

Requirements for Graduation

To be entitled to a degree of Bachelor of Science in Piano, Organ, Violin, Violoncello, Composition, Voice, or Public School Music as major, the student, in addition to the fifteen units offered for entrance, must have satisfactorily completed the course as outlined on pages 86-91 of the catalogue, and with the major in Piano, Organ, Violin, Violoncello, or Voice must have given a public recital of standard works from memory in a creditable and artistic manner. Graduates in Violin, Violoncello, Composition, Voice, and Public School Music must have completed sufficient work in piano to satisfy the requirements for Secondary Piano. Graduates in Composition must have had a program of their works performed at the college in lieu of a graduation recital.

In Piano, Organ, Violin, or Violoncello the requirements are forty-eight semester hours of literary work, thirty-six semester hours of theoretical work, and thirty-eight semester hours of practical music. In Composition the requirements are the same, except that a student may substitute not more than eight semester hours of additional theoretical work for the same amount of work in practical music, at the discretion of her major professor.

In Voice the requirements are forty-eight semester hours of literary work, twenty-six semester hours of theoretical work, thirty-eight semester hours of practical music, and ten semester hours of either literary or theoretical courses as outlined on pages 88-89.

In Public School Music the requirements are forty-eight semester hours of literary work, sixty-six hours of theoretical and practical music, and eight semester hours chosen from either group as outlined on pages 90-91.

A student counting theoretical music as a major toward the B.S. degree must complete, Solfeggio 16.0-17.0, Harmony 10.0-

11.0, Music History 20.1-21.1, and enough other theoretical work to total not less than 12 hours. A student counting Practical Music as a major toward the B.S. degree will be expected to accompany this work by such theoretical courses as the head of the department may deem advisable.

Each student is required to take approximately forty-five hours of work a week, and no student may take more than forty-eight hours of work a week except by action of the committee on prescribed and extra work.

During the regular examination week at the end of each semester all students majoring in the department take an examination before the college music teachers, and are graded accordingly.

Equipment

Four grand pianos, forty upright pianos, a large three-manual organ, a two-manual and pedal reed organ, a pedal piano, and numerous orchestral instruments furnish thorough equipment for efficient teaching.

Students' Recitals

Students' recitals are held once a week, at which all music students are required to be present, and in which they are required to take part when requested to do so by their teachers.

Freshmen and sophomores majoring in piano, organ, voice, violin, or violoncello will appear in recital at least once each semester, except that freshmen may be excused the first semester. Juniors will be heard at least twice each semester, and seniors at the discretion of their major professors. Students may give individual recitals at the discretion of their major professors, after receiving the sanction of the head of the department.

Concerts

One of the most important parts of a musical education, as well as one of the best sources of inspiration for hard work, is the hearing of concerts by eminent artists. The college appropriates a substantial fund to bring musicians as well as lecturers to the campus, and many opportunities are thereby afforded for hearing the best music well performed. In addition, the Raleigh Civic Music Association and other organizations frequently bring artists to Raleigh for recitals, which music students can usually arrange to attend. Also, there are in Raleigh many excellent musical organizations that in their programs give opportunity to hear the finest choral and instrumental works. Members of the faculty of the Department of Music, too, are very active as recitalists, and the Faculty Concerts* given throughout the college year include works from all schools of composition, and for organ, piano, violin, violoncello, voice, and combinations of these instruments, and are a very important part of the life of the college.

Supplies

The college maintains a supply store at which students may purchase the music and supplies needed in their studies, thus avoiding any delay in getting them. The college does not grant students credit, but those who wish the convenience of a charge account may deposit any desired sum of money with the store with the understanding that the amount not used in the purchase of supplies will be returned at the end of the year.

*Programs of these concerts may be obtained upon application to the Professor of Music.

Outline of Course Leading to Degree of Bachelor of Science, with the Major in Piano, Organ, Violin, Violoncello, or Composition

FRESHMAN YEAR

Subjects	Semester Hours	Total Hours Per Week
*English 10-11	6	9
*†French or German 10-11.....	6	9
*History 10-11	6	9
*Elementary Harmony 10.0-11.0.....	4	6
Solfeggio 16.0-17.0	2	3
Practice	8	12
	—	—
Total hours.....	32	48

SOPHOMORE YEAR

*English 20-21	6	9
*†Religion 20-21 or 22-23.....	6	9
*Advanced Harmony 20.0-21.0.....	4	6
Solfeggio 26.0-27.0	2	3
Music History 20.1-21.1	4	6
Practice	8	12
	—	—
Total hours.....	30	45

*Each hour of recitation is supposed to require two hours of preparation.

†French or German must be continued in college two years unless French 10-11 or German 10-11 is completed during the freshman year.

JUNIOR YEAR

Subjects	Semester Hours	Total Hours Per Week
*¶Literary Elective	6	9
Counterpoint 30.0-31.0	4	6
Solfeggio 36.0-37.6	2	3
**Pedagogy 34.6-35.6 or 36.6-37.6.....	4	6
†Musical Electives	4	6
§Practice	10	15
	—	—
Total hours.....	30	45

SENIOR YEAR

*¶Literary Electives	12	18
§Musical Electives	6	9
‡Practice	12	18
	—	—
Total hours.....	30	45

*Each hour of recitation is supposed to require two hours of preparation.

**Students majoring in Composition may substitute other theoretical courses for Pedagogy.

†Courses which may be elected in the junior year are Teaching Methods, 20.6-21.6, 30.6-31.6, 32.6-33.6. Ensemble, 30.3-31.3, or 34.3-35.3. Music History, 40.1 or 41.1 (by special consent of the instructor). Chamber Music 40.3-41.3 (by special consent of the instructor).

‡Students majoring in Composition must take Composition 40.0-41.0, and may substitute eight hours, or any desired number less, of Composition seminar work for practical music.

§Courses which may be elected in the senior year are Composition, 40.0-41.0; Advanced Solfeggio, 46.0-47.0; Music History, 40.1; Interpretation, 41.1; The Symphony, 43.1; Chamber Music, 40.3-41.3.

¶Electives may be chosen from any required or elective subject in any department. Those expecting to teach are advised to elect Education. Music students electing a subject from the Music department as a second major may substitute four semester hours of Music History for A.B. electives.

Outline of Course Leading to Degree of Bachelor of Science, with the Major in Voice

FRESHMAN YEAR

Subjects	Semester Hours	Total Hours Per Week
*English 10-11	6	9
*†Language 10-11	6	9
*History 10-11	6	9
*Elementary Harmony 10.0-11.0	4	6
Solfeggio 16.0-17.0	2	3
Practice Voice and Piano.....	8	12
	—	—
Total hours.....	32	48

SOPHOMORE YEAR

*English 20-21	6	9
†*Religion 20-21 or 22-23.....	6	9
*Advanced Harmony 20.0-21.0.....	4	6
Solfeggio 26.0-27.0.....	2	3
¶Music History 20.1-21.1.....	4	6
Practice Voice and Piano.....	8	12
	—	—
Total hours.....	30	45

*Each hour of recitation is supposed to require two hours of preparation.

†French or German must be continued two years in college, unless French 10-11 or German 10-11 is completed during the freshman year.

¶Students able to take 16 hours a semester may leave Music History until their junior year and take a language their sophomore year. A few students may be allowed to postpone taking Religion until their junior year in order to take a language their sophomore year.

JUNIOR YEAR

Subjects	Semester Hours	Total Hours Per Week
*‡Literary Elective	6	9
*Counterpoint 30.0-31.0	4	6
Solfeggio 36.0-37.0	2	3
*§Theoretical or Literary Electives	8	12
Practice Voice and Piano (if the piano require- ments are not yet completed).....	10	15
	—	—
Total hours.....	30	45

SENIOR YEAR

‡*Literary Electives	12	18
§*Theoretical or Literary Electives.....	6	9
Practice Voice (and piano if so advised by the major professor)	12	18
Total hours.....	30	45

*Each hour of recitation is supposed to require two hours of preparation.

‡Electives may be chosen from any required or elective subject in any department. Those expecting to teach are advised to elect Education. Music students electing a subject from the Music department as a second major may substitute four semester hours of Music History for A.B. electives.

§Four hours of theoretical electives must be taken either during the junior or senior year in order to complete the degree requirements of 26 theoretical hours. For theoretical electives available see the outline of the course with the major in piano, organ, violin, violoncello, or composition.

Outline of Course Leading to Degree of Bachelor of Science, with the Major in Public School Music

FRESHMAN YEAR

Subjects	Semester Hours	Total Hours Per Week
*English 10-11	6	9
*†Language 10-11	6	9
*History 10-11	6	9
*Elementary Harmony 10.0-11.0	4	6
Solfeggio 16.0-17.0	2	3
‡Practice Piano	8	12
	—	—
Total hours.....	32	48

SOPHOMORE YEAR

*English 20-21	6	9
*Religion 20-21 or 22-23	6	9
*Advanced Harmony 20.0-21.0.....	4	6
Solfeggio 26.0-27.0	2	3
Grade School Methods 20.6-21.6.....	4	6
‡Practice Piano and Voice.....	8	12
	—	—
Total hours.....	30	45

*Each hour of recitation is supposed to require two hours of preparation.

†French or German must be continued in college two years, unless French 10-11 or German 10-11 is completed during the freshman year.

‡Students in Public School Music are required to complete Secondary Piano and at least six hours of Voice. Those completing their Voice and Piano requirements before the junior or senior year may elect any other courses in practical music upon the advice of their major professor.

JUNIOR YEAR

Subjects	Semester Hours	Total Hours Per Week
*Literary Elective	6	9
*Psychology 20, Psychology 31.....	6	9
*Counterpoint 30.0-31.0	4	6
Solfeggio 36.0-37.0	2	3
Music History 20.1-21.1.....	4	6
High School Methods 30.6	2	3
§Teaching of Music Appreciation 32.6-33.6 or Practice Teaching 46.8-47.8.....	2	3
‡Practice	4	6
	—	—
Total hours.....	30	45

SENIOR YEAR

*Education 32, Elective	6	9
*Pedagogy 34.6-35.6 or 36.6-37.6.....	4	6
The School Chorus and Orchestra 40.6-41.6.....	6	9
Practice Teaching 48.6-49.6	4	6
*§Electives	8	12
‡Practice	2	3
	—	—
Total hours.....	30	45

*Each hour of recitation is supposed to require two hours of preparation.

‡Students in Public School Music are required to complete Secondary Piano and at least six hours of Voice. Those completing their Voice and Piano requirements before the junior or senior year may elect any other courses in practical music upon the advice of their major professor.

§If practice teaching is elected in the junior year, then the Teaching of Music Appreciation 32.6-33.6 must be taken during the senior year. Otherwise the elective courses of the senior year may be chosen either from literary, theoretical, or practical courses at the advice of the major professor. For the theoretical courses which may be elected see the curriculum for the course with the major in piano, organ, violoncello, or composition.

Courses in Music

A. Theoretical Courses

10.0-11.0. Theory, Elementary Harmony.

Required of freshmen majoring in music. Credit: two hours each semester. Wednesday, Friday, 12:00.

A course beginning with scales, intervals, and chord formation. Harmonizing melodies and figured basses on paper and at the keyboard through the dominant seventh chord and inversions. Original work is encouraged, and the student is taught to think contrapuntally.

TEXTS: Goetschius, *Material Used in Musical Composition*; Heacox, *Keyboard Harmony*. MR. SPELMAN and MISS ROSEL

16.0-17.0. Solfeggio and Musicianship.

Required of freshmen majoring in music. Credit: one hour each semester. Tuesday, Thursday, Saturday, 8:30.

A study of all phases of music through sight-singing and dictation, beginning with very easy exercises and proceeding gradually to those involving complex rhythms and careful interpretation. The principal text is Dannhauser and Lemoine, *Solfège des Solfèges*; Wüllner, *Sight-singing Exercises*; Greenwood, *Two-Part Exercises*; Bertolotti, *Fifty Two-Voice Solfeggi*, being used for supplementary material. Dictation is given from *Wedge Ear Training*, Robinson *Aural Harmony*, and White and Jones *Harmonic Dictation*. The work is given as a laboratory course meeting three times a week for one hour and requiring no preparation.

Book fee: \$1.00 upon first registration.

MISS ROSEL

10.6. Voice Class.

Credit: one semester hour. Monday, Wednesday, Friday, 2:45.

A course in the fundamentals of Voice production, designed to give students intending to teach in the public schools a foundation for the study of sight-singing and public school music.

MISS ROWLAND

11.6. Solfeggio and Musicianship.

Prerequisite: Voice Class 10.0 or equivalent. Credit: one semester hour. Monday, Wednesday, Friday, 2:45.

Similar to Solfeggio 16.0, but presented particularly for students not majoring in music who intend to teach in the public schools.

MISS ROSEL

20.0-21.0. Advanced Harmony and Form.

Prerequisite: Harmony 10.0-11.0. Required of sophomores majoring in music. Credit: two hours each semester. Tuesday, Thursday, 11:00.

A continuation of Harmony 10.0-11.0. Secondary seventh chords, altered chords, modulation, dominant ninth chords, non-harmonic tones. Original work and keyboard harmony as in 10.0-11.0. A study of Form in Music by the analysis of many compositions.

TEXTS: The same as for Harmony 10.0-11.0, with the addition of Lehmann, *Form in Music*.

MR. SPELMAN

26.0-27.0. Solfeggio and Musicianship.

Prerequisite: Solfeggio 16.0-17.0. Required of sophomores in music. Credit: one hour each semester. Monday, Wednesday, Friday, 11:00.

A continuation of Solfeggio 16.0-17.0, using the same methods and text. The work is more advanced and includes a study of the 1st, 3d, and 4th lined C clefs as well as the G and F clefs studied in Solfeggio 16.0-17.0.

MISS ROSEL

20.1-21.1. The History of Music.

Prerequisites: English 10-11 and History 10-11. Required of students majoring in music. Credit: two hours each semester. Tuesday, Thursday, Saturday, 8:30.

First Semester: A detailed study of the history of music from primitive times to the end of the sixteenth century.

Second Semester: Continued study from the beginning of the seventeenth century to the present, with a critical analysis of instrumental and vocal masterpieces of all periods.

TEXT: Pratt, *History of Music*.

MISS ARMSTRONG

20.6. Materials and Methods of Teaching Music in the Kindergarten and Lower Grades.

Required of sophomores in Public School Music. Credit: two hours. The first semester, Tuesday, Thursday, 1:45.

A study of the various texts in use in the kindergarten and first four grades, the use of songs and dances, rhythmic studies for children. Planning the work in the classroom and for the year; methods of interesting children in music and problems of classroom management. The project method of teaching, and the relation of music to other subjects.

MRS. BROWN

21.6. Materials and Methods of Teaching Music in the Higher Grades.

Required of sophomores in Public School Music. Credit: two hours. The second semester, Tuesday, Thursday, 1:45.

A detailed study of the texts in use in the fifth, sixth, seventh, and eighth grades. Methods of presenting music to pupils in the higher grades and discussion of the problems which confront the grade teacher.

MRS. BROWN

20.2. Appreciation of Music.

Credit: two hours. Tuesday, Thursday, Saturday, 12:00.

This course is adapted to the needs of the general college student who wishes to obtain a better understanding of music as an element of liberal culture and to develop the power of listening intelligently. No technical knowledge is required. Not open to Music majors. Open to sophomores, juniors, and seniors.

MR. SPELMAN

30.0-31.0. Counterpoint.

Prerequisite: Harmony 20.0-21.0. Required of juniors majoring in music. Credit: two hours each semester. Monday, Wednesday, 9:30.

A continuation of the work of Harmony 20.0-21.0. Strict counterpoint in all five species in two, three, four, and five parts. Composition in the simpler classic forms. Canon. Composition of motets and anthems in four parts and of a three-part fugue. Free composition as in all other courses, with emphasis on the extensions of the rules of strict counterpoint which lead to smooth part writing in a free style. Two recitations and one conference a week.

TEXTS: Kitson, *The Art of Counterpoint*, and Pearce, *Students' Counterpoint*.

MR. SPELMAN

36.0-37.0. Solfeggio and Musicianship.

Prerequisite: Solfeggio 26.0-27.0. Required of juniors majoring in music. Credit: one hour each semester. Tuesday, Thursday, Saturday, 9:30.

A continuation of the work of Solfeggio 26.0-27.0, involving a study of all the clefs and difficult exercises in one, two, and three parts. Special attention is given to harmonic dictation in four parts.

MISS ROSEL

34.6-35.6. The Teaching of Piano.

Required of majors in piano. Credit: two hours each semester. Wednesday, Friday, 8:30.

Methods of teaching to children notation, piano technique, elements of theory, rhythm and ear training, with a systematic study of material suitable for beginners of all ages, as well as more advanced students. Students taking this work do observation and practice teaching under the supervision of the instructor.

MISS CRAWFORD and MISS BRANCH

36.6-37.6. The Teaching of Stringed Instruments.

Required of majors in violin and violoncello. Credit: two hours each semester. Wednesday, Friday, 8:30.

A short résumé of the history of stringed instruments, their construction and literature. Methods of teaching children notation, elements of theory, ear-training, left-hand technique, bowing technique: good tone production; systematic study of material for pupils of all grades of advancement; the correcting of defects in pupils who have been previously badly taught; and other problems that face the teacher. Students taking this work do observation and practice teaching under the supervision of the instructor.

MISS ARMSTRONG

30.3-31.3. Piano Ensemble.

Credit: one hour each semester. Hours to be arranged.

A study of the standard symphonies and overtures through four- and eight-hand arrangements for piano, with special attention to sight-reading, rhythm, quick adjustment to the artistic needs of the moment, and poise on the part of the players. A laboratory course meeting for three hours a week and requiring no preparation.

MISS McMILLAN

34.4-35.3. Stringed Instrument Ensemble.

Credit: one hour each semester. Hours to be arranged.

A study of the standard overtures and symphonies in arrangements for strings, and strings and piano. Special attention is given to sight-reading and rhythm as in Ensemble 30.3-31.3. A laboratory course meeting for three hours a week and requiring no preparation.

MISS ARMSTRONG

30.6. The Teaching of Music in the High School.

Required of majors in Public School Music. Credit: two hours. Wednesday, Friday, 12:00.

The organization and conduct of a high school department of music. Songs and texts suitable for high school use. The care of the adolescent voice. Discussion of problems peculiar to the junior high school, senior high school, rural school, and the consolidated school.

MISS ROWLAND

32.6-33.6. The Teaching of Music Appreciation.

Required of majors in Public School Music. Credit: one hour each semester. Hour to be arranged.

A study of the great music of all times and of the lives of the great composers from the esthetic rather than the historical point of view. Texts suitable for use in teaching music appreciation. The use of the piano, victrola, and other instruments. Students' recitals. A course designed primarily to give the future teacher that contact with the greatest music which will of itself give her an appreciation of music which is spontaneously contagious. One hour lecture a week and two hours of preparation.

MRS. BROWN

40.0-41.0. Composition and Orchestration.

Prerequisite: Counterpoint 30.0-31.0. Credit: two hours each semester. Wednesday, Friday, 8:30.

Composition in the larger forms for voice, chorus, individual instruments, and combinations of instruments, following largely the inclination of the individual student. A thorough study of all the orchestral instruments and the making of arrangements and composition for full orchestra. Two recitations and one conference a week.

MR. SPELMAN

46.0-47.0. Advanced Solfeggio.

Prerequisite: Solfeggio 36.0-37.0. Credit: one hour each semester. Hours to be arranged.

A study of very difficult solfeggio and difficult harmonic and melodic dictation, leading to the reading and visualization of difficult scores. Three periods a week, with no preparation.

MR. SPELMAN

40.1. Interpretation.

Credit: two hours. Wednesday, Friday, 11:00.

The aim of this class is to enable students to understand and interpret the work of all periods and styles through a knowledge of the esthetic principles involved in their development. In order to understand the real thoughts and emotions of musical compositions it is necessary to make a detailed study not only of the life and character of the composer, but also of the forms of expression peculiar to him and his time. Special attention is given to the study of musical ornamentation, appoggiatura, acciaccatura, turns, mordents, and trills. Compositions studied by different members of the class are analyzed, and thus all the class gain a wider knowledge of musical literature than each alone is able to acquire.

MISS CRAWFORD

42.3. Wagner and His Music Dramas.

Credit: two hours. Wednesday, Friday, 1:45.

A detailed study of the life and works of Richard Wagner, with emphasis on his contribution to the development of modern music.

MISS ARMSTRONG

43.1. The Development of the Symphony.

Credit: two hours. Wednesday, Friday, 1:45.

The history of the symphony with a detailed study of several works and sufficient hearing of about a dozen outstanding works so that the student becomes very familiar with them. The styles of different composers and the development of orchestration is emphasized.

MR. SPELMAN

40.3-41.3. Chamber Music.

Credit: one hour each semester. Hours to be arranged.

A practical study of the classical and modern works of chamber music from the easy sonatas of Haydn and Mozart through trios,

quartets, and quintets by Beethoven, Mendelssohn, Schubert, Schumann, Brahms, Franck, and others. A laboratory course meeting for three hours a week.

MISS ROSEL

40.6-41.6. The School Chorus and Orchestra.

Required of students majoring in Public School Music. Credit: three hours each semester. Tuesday, Thursday, 2:45.

Essentials in conducting, baton technique. A study of the instruments of the orchestra. Arranging music for various groups of instruments and for full orchestra. Students who have not studied a stringed instrument are required to take one violin lesson a week throughout the year. Those who have studied a stringed instrument are required to familiarize themselves with at least one other stringed instrument. Two recitations and one half-hour lesson a week, three and one-half hour preparation and three hours practice.

Studio fee: \$5.00 per semester.

MR. SPELMAN and STAFF

48.6-49.6. Observation and Practice Teaching.

Observation and practice teaching is arranged in the public schools of Raleigh and in the rural schools of Wake County. This course is a practical application of all that has been learned in the methods courses previously taken.

MRS. BROWN and STAFF

1. Choir.

All students majoring in music are required to sing in the choir, which studies the best music and frequently appears in public. Members of the choir are required to attend all rehearsals and concerts, which always include a concert of Christmas music during the Christmas season, a service on Founders' Day, and a concert during Commencement week. Students not majoring in music who possess good singing voices may become members of the choir at the discretion of the director.

2. Orchestra.

The college orchestra, which usually numbers about thirty players, meets once a week to study the standard symphonies and overtures. In addition, it gives students the opportunity to hear their own compositions and arrangements performed, and also provides a practice laboratory for those interested in conducting.

3. Criticism Class.

Any teacher may require his or her students in practical music to attend a criticism class once a week, where the students perform for one another and criticise one another's work.

B. Practical Courses

All courses in practical music require three hours practice per week for each semester hour credit, and for every three semester hours credit, or fraction thereof, a student must take not less than one lesson a week, of at least a half-hour duration, throughout the semester. No student is permitted to take more than eight semester hours of practical music in any one semester. The work in practical music is adjusted to suit the needs of each individual student, but in general follows the outline of the following courses:

Piano

MISS CRAWFORD, MISS McMILLAN, MISS BRANCH

10.5-11.5. Freshman Piano.

Studies of the difficulty of Czerny Op. 299, Loeschorn Op. 66; Bach *Two-Part Inventions*; sonatas of the difficulty of Haydn in D major, Mozart in F major; the easier *Songs Without Words* of Mendelssohn, *Lyric Compositions* by Grieg, and other pieces of similar difficulty.

20.5-21.5. Sophomore Piano.

Etudes of the difficulty of Cramer *Selected Studies*, Heller Op. 45, Low *Octave Studies*; Bach *Three-Part Inventions*; sonatas of the difficulty of Beethoven Op. 14, Nos. 1 and 2; pieces by MacDowell, Chaminade, and other composers.

30.5-31.5. Junior Piano.

Etudes of the difficulty of Clementi *Gradus ad Parnassum*, Heller Op. 16, Kullak Op. 48, No. 2; Bach *French Suites*, *Well Tempered Clavichord*; sonatas of the difficulty of Beethoven Op. 10, No. 2, Op. 26, Op. 27, No. 1; concertos by Godard, Mozart; pieces by Chopin, Schubert, Schumann, and others, including modern composers.

40.5-41.5. Senior Piano.

Etudes of the difficulty of Chopin Op. 10 and Op. 25, and Rubinstein *Etudes*; Bach *Well Tempered Clavichord*; sonatas of the difficulty of Beethoven Op. 28, Op. 53, Op. 57; concertos by Beethoven, Rubinstein, Weber, Mendelssohn, Grieg, MacDowell, Liszt, Rachmaninoff, and others; pieces by Chopin, Liszt, Rubinstein, and others, including modern composers.

Secondary Piano.

Students majoring in Organ, Violin, Violoncello, Voice, Composition, or Public School Music are required to take at least two years of piano as a secondary subject and must appear creditably in a student recital.

Organ

12.5-13.5. Freshman Organ.

Manual and pedal technique; Bach *Eight Short Preludes and Fugues*; short pieces involving the fundamentals of registration and use of the expression pedals; hymn playing. Students beginning organ usually take half their work in organ and half in piano.

22.5-23.5. Sophomore Organ.

Bach *Preludes and Fugues* of the first master period, *Choral Preludes*; sonatas by Guilmant, Mendelssohn; simpler works of the modern schools.

32.5-33.5. Junior Organ.

Bach, smaller works of the mature master period, selected movements from the *Trio Sonatas* and *Concertos*; sonatas by Guilmant, Mendelssohn, Borowski, Lemmens, Rheinberger, and others; pieces by classic and modern composers.

42.5-43.5. Senior Organ.

Bach, larger works of the mature master period; compositions of Franck; symphonies of Widor, Vierne; compositions of the modern French, English, German, and American schools.

Violin

MISS ARMSTRONG

14.5-15.5. Freshman Violin.

Thorough study of bowing and left-hand technique; Laoureux *Etudes*, Bk. II; Mazas Op. 36; concertos by De Bériot and Accolay; sonatinas by Schubert.

24.5-25.5. Sophomore Violin.

Scales and arpeggios in three octaves; Mazas *Etudes Specialis*, Kreutzer *Etudes*; sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer.

34.5-35.5. Junior Violin.

Technical work continued; Etudes by Kreutzer and Fiorillo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart.

44.5-45-5. Senior Violin.

Scales in thirds and octaves; etudes by Rode and Gavinies; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven.

4.5-5.5. Elementary Violin.

A course in elementary violin for those who wish to obtain a working knowledge of a stringed instrument as a secondary subject. Requires six hours practice per week for each semester hour credit. Maximum credit four semester hours. May not be counted as required work in practical music, but only as an elective.

Violoncello

MISS ROSEL

16.5-17.5, 26.5-27.5, 36.5-37.5, 46.5-47.5.

The courses in Violoncello are similar in grade to those given in Piano, Organ, and Violin. For graduation a student should play a recital of pieces of the difficulty of: Golterman *Concerto in G*; sonatas by Bach or Beethoven; Popper *Tarentella*; Faure *Elegy*; Lalo *Chants Russes*; Bach *Arioso*; Matys *Romance*; Boccherini *Rondo*.

Voice

MISS ROWLAND

18.5-19.5. Freshman Voice.

Position and poise of the body, breath control; studies by Seiber and Vaccai supplemented by technical exercises for freedom and the development of tone production, the simpler songs from classical and modern composers.

28.5-29.5. Sophomore Voice.

Technical work of the freshman year continued; staccato and legato exercises; English and Italian diction; studies by Vaccai and Concone; moderately difficult songs by Schubert, Franz, Massenet, and representative American composers; easier solos from the oratorios.

38.5-39.5. Junior Voice.

More advanced technique; vocalizations by Concone; Lütgen, and others; French and German diction; songs by composers of classical and representative American composers; easier solos from the oratorios.

48.5-49.5. Senior Voice.

Technical work continued; classic and modern oratorio and opera; Italian, French, German, and English songs.

Commencement, 1932

FORREST C. FEEZOR

Baccalaureate Sermon, Missionary Sermon

BERNARD C. CLAUSEN, D.D.

Literary Address

Degrees and Diplomas Awarded

Bachelor of Arts

Aldridge, Lillian Florence.....	LaGrange
Barnes, Elizabeth Frances.....	Linwood
Barrett, Margaret Chetwynd.....	Laurinburg
Bass, Edna Lurline.....	Farmville
Bowers, Alice Pauline.....	Wake Forest
Brandon, Sadie Edna.....	Winston-Salem
Burgess, Elva.....	Raleigh
Cagle, Vivian Pauline	Wadesboro
Carson, Gertrude Gay.....	Taylorsville
Carter, Bessie Alma	Fayetteville
Cates, Elizabeth Minwal.....	Burlington
Charles, Antoinette Matthews	Ahoskie
Choate, Prue	Salisbury
Collie, Roxie	Greenville
Currin, Elma Vann.....	Henderson
Daniel, Arline.....	Pleasant Hill
Dunn, Elizabeth Wynne.....	Raleigh
Elam, Mary Elizabeth.....	Kings Mountain
Gill, Lucy Glenn	Raleigh
Griffin, Edith.....	Spring Hope
Haywood, Nannie Lee.....	Candor
Henley, Mary Clifton.....	Raleigh
Holder, Clarice Elizabeth.....	Garner
Jenkins, Sarah Elizabeth.....	Rosemary
Kemp, Mary Elizabeth.....	Zebulon
Kennedy, Jessie Ruth	Raleigh
Kerr, Frances Page.....	Montague, Va.
Lattimore, Mary Agnes	Lattimore

Layfield, Eleanor Mullins	Raleigh
Layfield, Elizabeth Massey	Raleigh
McKittrick, Alice Louise	Clinton, S. C.
Makepeace, Charlotte Mae	Sanford
Mardre, Harriet Frances	Hertford
Marshburn, Rachel Griffin	Rocky Mount
Martin, Edwina	Winston-Salem
Mercer, Susannah Swinton	Raleigh
Middleton, Helen Greene	Warsaw
Miller, Clara Lucille	Richfield
Morrow, Rosalee	Mount Ulla
Myers, Lottie Belle	Monroe
Pate, Mary Frances	Rowland
Peacock, Margaret Lee	Benson
Ragan, Irma Clyde	New Hill
Sample, Ruth Melville	Elizabeth City
Seymore, Narnie Dixon	Raleigh
Smith, Norma Estelle	Pilot Mountain
Sorrell, Frances Omelia	Cary
Spence, Lina Lee	Raleigh
Squires, Evelyn Hope	Wake Forest
Stevens, Mary Elizabeth	Asheboro
Stevenson, Bessie Celeste	Greensboro, Md.
Swanson, Ethel Elizabeth	Lenoir
Thornton, Elizabeth	Dunn
Tucker, Mary Eleanor	Raleigh
Underwood, Mary Frances	Sanford
Vogel, Beatrice	South Norwalk, Conn.
Watson, Virginia Elizabeth	Raleigh
Williams, Pearl Virginia	Garner
Wilhide, Edna Rosalie	Bushnell
Woody, Helen Jeanette	Burnsville
Young, Kathleen Lowery	Shelby

Bachelor of Science

Gilliam, Fannie	Statesville
Haynes, Margaret Loretta	Cliffside
Watkins, Frances	Virgilina, Va.

Bachelor of Music

Beckwith, Alice Allen, Public School Music.....	Troy
Beddingfield, Alice Gwendolyn, Public School Music.....	Millbrook
Byrd, Elizabeth Sue, Piano.....	Hamlet
Greene, Jessie Faye, Public School Music.....	Aulander
Broughton, Mary Lucille, Voice.....	Hertford
Hester, Elizabeth Frances, Public School Music.....	Goldston
Hinton, Gaynelle, Piano.....	Clayton
Johnson, Christine, Piano.....	Asheville
Johnson, Frances Lucile, Piano	Raleigh
Johnson, Ruby Tillery, Public School Music.....	Scotland Neck
Lee, Mary Pettigrew, Piano.....	Florence, S. C.
Privette, Helen Wesley, Public School Music.....	Bailey
Stokes, Olive Anne, Public School Music.....	Battleboro
Winslow, Ruth Onelia, Public School Music.....	Hertford

Diploma in Art

Norris, Nellie Rose.....	Gastonia
Rollins, Hallie Mae.....	Marshville
Taylor, Dorothy Pillars	Wilson
Webb, Claudia Velma.....	Mount Airy

Register of Students

Senior Class

Abernethy, Martha Annis, A.B.	Raleigh
Akers, Mary Albion, B.M.	Stuart, Va.
Allen, Ruth Couch, A.B.	Raleigh
Allison, Ethel Kate, B.S.	Sylva
Amburn, Mildred, A.B.	Boonville
Bagby, Edyth, A.B.	Raleigh
Ballard, Jennie, A.B.	Norwood
Barber, Pauline, A.B.	Mount Airy
Barnes, Pauline, B.M.	Raleigh
Bennett, Helen Rogers, A.B.	Apex
Biggs, Rachel, A.B.	Lumberton
Blanton, Nancy, A.B.	Marion
Brady, Miriam, A.B.	Benson
Briggs, Margaret, A.B.	Raleigh
Broadwell, Josephine, A.B.	Fuquay Springs
Byrd, Evelyn, A.B.	Lillington
Campbell, Mae, A.B.	Danville, Va.
Castlebury, Martha, A.B.	Raleigh
Chambers, Mamie, A.B.	Warsaw
Chesson, Minnie Parker, A.B.	Portsmouth, Va.
Council, Sallie, A.B.	Raleigh
Crutchfield, Florence, Art.	Durham
Donavant, Annette, A.B.	Greensboro
Dozier, Helen, B.M.	Japan
Earp, Bertie, B.M.	Selma
Gillis, Mary Edna, A.B.	Canton
Goodwin, Mozelle, A.B.	Raleigh
Green, Virginia, A.B.	Millbrook
Harrelson, Elizabeth, A.B.	Raleigh
Harris, Annie Miles, A.B.	Inez
Harris, Frances, A.B.	Albemarle
Harris, Mattie Elizabeth, A.B.	Seaboard
Hawkins, Catherine Anne, A.B.	Cliffside
Hayes, Ernestine, A.B.	Ahoskie
Herring, Sarah Elizabeth, B.M.	Dillon, S. C.
Hester, Sue, A.B.	Roxboro

Highsmith, Lula Belle, A.B.	Raleigh
Hipps, Ruth, A.B.	Canton
Hood, Elizabeth Knox, Art.	Gastonia
Hooper, Charlotte, A.B.	Robbinsville
Hord, Sue, A.B.	Kings Mountain
Howell, Mary Lee, A.B.	Concord
Humphrey, Iris, A.B.	Kinston
Hunt, Eleanor, B.M.	Apex
Hunt, Melba, A.B.	Apex
Johnson, Mary Louise, A.B.	Raleigh
Johnson, Ruth, B.M.	Mount Airy
Johnson, Sara Mae, A.B.	Statesville
Keith, Annie, A.B.	Apex
Kelly, Majel, A.B.	Pineville, Ky.
LeGrand, Minna, A.B.	Shelby
McDaniel, Nancy, A.B.	Soochow, China
Martin, Hazel, B.M.	Raleigh
Martin, Jessie, A.B.	Lexington
Maynard, Frances, A.B.	Raleigh
Merritt, Dorothy, A.B.	Raleigh
Moore, Agnes Watson, A.B.	Raleigh
Mull, Martha, B.S.	Morganton
Mull, Mary, B.S.	Morganton
Page, Eula, B.S.	Raleigh
Phelps, Norma Lee, A.B.	Colerain
Preslar, Marguerite, B.M.	Concord
Reich, Alyne, A.B.	Winston-Salem
Sale, Grace, A.B.	Raleigh
Salisbury, Martha, A.B.	Scotland Neck
Shearin, Mary Carolyn, A.B.	Rocky Mount
Smith, Mary Louise, B.M.	Burlington
Snead, Mary Frances, Art.	Newport News, Va.
Taylor, Mildred, A.B.	Snow Hill
Thiem, Katherine, A.B.	Raleigh
Viccellio, Martha, A.B.	Chatham, Va.
Whims, Louise, A.B.	Wake Forest
Yarborough, Mabel Hawley, B.M.	Jonesboro

Junior Class

Allen, Blanche, A.B.	Cary
Ammons, Kathleen, A.B.	Mars Hill
Andrews, Mary Gilmer, A.B.	Marion, Md.
Arnette, Josephine, B.M.	Raleigh
Bailey, Jennie Pauline, A.B.	Burnsville
Bale, Dixie Lee, A.B.	Canmer, Ky.
Ballentine, Jewel, A.B.	Fuquay Springs
Barham, Esther, A.B.	Selma
Barker, Evelyn, A.B.	Leaksville
Baucom, Elizabeth, A.B.	Waynesville
Beddingfield, Eleanor, A.B.	Millbrook
Benthall, Claire, A.B.	Woodland
Bird, Ruth, A.B.	Raleigh
Blalock, Katherine, A.B.	Oxford
Briggs, Eliza, A.B.	Raleigh
Byrd, Amorette, A.B.	Hamlet
Carr, Grace, A.B.	Washington, D. C.
Coppedge, Elizabeth, A.B.	Wake Forest
Cotner, Pansy Bee, A.B.	Raleigh
Coulter, Stella Sherrill, B.M.	Catawba
Creath, Mary, A.B.	Woodsdale
Crowder, Gwendolyn, A.B.	Raleigh
Cummings, Mary Florence, A.B.	Reidsville
Davis, Dorothy, A.B.	Wake Forest
Davis, Katherine, Art	Winston-Salem
Davis, Magdalyn, A.B.	Wilmington
Davis, Martha, B.M.	Winston-Salem
De Weese, Mildred, A.B.	Salisbury
Dobson, Helen, B.M.	Wilmington
Early, Anne Lucille, A.B.	Windsor
Everett, Margaret Shields, A.B.	Greenville
Farris, Catharine, A.B.	Raleigh
Farris, Virginia, A.B.	Raleigh
Frye, Elizabeth, A.B.	Eufola
Gaddy, Geraldine, A.B.	Albemarle
Garner, Ruby, B.M.	Newport
Garnett, Virginia, A.B.	New York, N. Y.
Gilleland, Kathleen, A.B.	Statesville
Gilliam, Alice, A.B.	Statesville

Gray, Frances, A.B.	LaGrange
Hayes, Mary Catherine, A.B.	Mullins, S. C.
Hester, Margaret, A.B.	Roxboro
Hester, Virginia, B.M.	Wendell
Hicks, Katherine, A.B.	Rocky Mount
Hocutt, Catherine Pearl, A.B.	Burgaw
Hocutt, Louise, A.B.	Burgaw
Honeycutt, Lena, B.M.	Raleigh
Howard, Mildred Stewart, A.B.	Roseboro
Hudson, Virginia, A.B.	Cascade, Va.
Huffman, Flora, A.B.	Connelly Springs
Jacobs, Pauline, A.B.	Mount Airy
Lawrence, Grace, A.B.	Apex
LeGrand, Elizabeth, A.B.	Shelby
Lindsay, Kathleen, A.B.	Durham
Lineberry, Doris, A.B.	Raleigh
Little, Irene, A.B.	Raleigh
Lockhart, Adelaide, A.B.	Durham
Lovelace, Sallie, A.B.	Pinetops
Luther, Mary Decie, B.M.	Apex
McCourry, Ruth Valeria, A.B.	Day Book
McManus, Frances, A.B.	Gibson
Mann, Virginia, A.B.	Raleigh
Miller, Emily, A.B.	Raleigh
Minor, Cora, A.B.	Winston-Salem
Mitchell, Viola, A.B.	Youngsville
Mitchiner, Sallie, A.B.	Garner
Morgan, Isabel, A.B.	Raleigh
Mullis, Hattie Pauline, A.B.	Morganton
Parker, Mary Lois, A.B.	Woodland
Powell, Annie Vee, A.B.	Middlesex
Ricks, Sledge, A.B.	Whitakers
Riddle, Kathleen Elizabeth, A.B.	Saint Pauls
Robertson, Pauline, A.B.	Wendell
Robertson, Ruth, A.B.	Wendell
Rozar, Eleanor, A.B.	Raleigh
Senter, Betsy, A.B.	Raleigh
Shouse, Dona, A.B.	Winston-Salem
Simpson, Jean, A.B.	Madison
Sorrell, Mildred, B.M.	Cary
Stack, Martha, A.B.	Harlingen, Texas

Talton, Grace, B.M.	Clayton
Tatem, Miriam Pray, A.B.	Reidsville
Thomas, Louise Whitehead, B.M.	Ramseur
Thornton, Vara Lee, A.B.	Dunn
Tilghman, Margaret, A.B.	Raleigh
Turlington, Louise, A.B.	Salemburg
Van Landingham, Mary Bess, A.B.	Scotland Neck
Vernon, Sarah Elizabeth, A.B.	Burlington
Viccellio, Nancye Blair, A.B.	Chatham, Va.
Wagner, Hazel Katherine, A.B.	Troutman
Wallace, Martha Gladys, A.B.	Clayton
Warren, Marguerite, B.M.	Dunn
Washburn, Zellah, A.B.	Kingston, Jamaica, B. W. I.
Whittington, Margaret, B.M.	Snow Hill
Wilson, Miriam Grizzelle, A.B.	Durham
Wray, Carolyn Lamar, A.B.	Gastonia
Yates, Ella Lee, A.B.	Landrum, S. C.

Sophomore Class

Alderman, Frances, B.M.	Alcolu, S. C.
Andrews, Alice, A.B.	Morganton
Armbruster, Mary Elizabeth, A.B.	Raleigh
Atkins, Sarah Cornelia, A.B.	Sanford
Aycock, Frances, A.B.	Goldsboro
Bailey, Norah Doris, B.M.	Raleigh
Baker, Dorothy, A.B.	Zebulon
Ballance, Evelyn, A.B.	Maple
Barker, Elizabeth, A.B.	Leaksville
Bass, Leona, A.B.	Nashville
Bizzell, Elizabeth, A.B.	Elizabethtown
Bowling, Mabel E., B.M.	Rougemont
Brantley, Elizabeth, A.B.	Raleigh
Bryan, Alice Rosy, A.B.	Garner
Butler, Norine, A.B.	Roseboro
Correll, Nellie Louise, B.M.	Raleigh
Cottingham, Willie Mae, A.B.	Lumberton
Creech, Jessica, A.B.	Ahoskie
Crutchfield, Evelyn, A.B.	Woodsdale
Edwards, Marion, A.B.	Mullins, S. C.
Farris, Estelle, A.B.	Raleigh
Faulkner, Hazel, B.M.	Kinston

Fisher, Erma, A.B.	Southern Pines
Foster, Elberta, A.B.	Littleton
Fowler, Evelyn, A.B.	Tabor
Fuller, Hilda Mildred, B.S.	Raleigh
Gammage, Charlotte, A.B.	Miami, Florida
Garrison, Caroline, A.B.	Raleigh
Gore, Arabella, A.B.	Raleigh
Green, Margaret, A.B.	Raleigh
Harrill, Sarah Elizabeth, A.B.	Mooreville
Harrison, Ruth Frances, B.M.	Wake Forest
Hilliard, Mary Lee, A.B.	Morrisville
Jackson, Luna Pearl, B.M.	Middleburg
Jenkins, Lillian Bell, A.B.	Roanoke Rapids
Johnson, Meredith, A.B.	Mount Olive
Kee, Alma Virginia, Art.	Seaboard
Koontz, Genola Virginia, B.S.	Winston-Salem
Lassiter, Jean, A.B.	Wilson
Lawrence, Eleanor, A.B.	Apex
Lee, Elizabeth Denmark, B.M.	Florence, S. C.
Lewis, Mary Allyn, A.B.	Kinston
Lilly, Eleanor Ruth, A.B.	Raleigh
Marshburn, Mae, A.B.	Wallace
Martin, Louise, B.M.	Lexington
Martin, Mabel, B.M.	Apex
Matthews, Laura, A.B.	Rose Hill
Moore, Margaret, A.B.	Clinton
Moore, Mildred Elizabeth, B.M.	Pageland, S. C.
Moore, Mildred, A.B.	Kinston
Morgan, Ruth Virginia, A.B.	Andrews
Moseley, Catherine M., Art.	Warrenton
Mussinan, Thelma, A.B.	Roselle Park, N. J.
Nichols, Loretta, A.B.	Greensboro
Nooe, May Carter, A.B.	Winston-Salem
Norwood, Virginia Elizabeth, A.B.	Raleigh
Overstreet, Virginia, A.B.	Sylvania, Ga.
Parker, Jane, A.B.	Warrenton
Parker, Reba, A.B.	Marion
Pender, Ruth McWhorten, B.M.	Raleigh
Phillips, Dorothy, A.B.	Cary
Poe, Inez, A.B.	Apex
Poplin, Elizabeth C., B.M.	Rockingham

Porter, Susie Mae, A.B.	Rockingham
Privott, Kathryn E., A.B.	Edenton
Robertson, Pearl, A.B.	Knightdale
Rogers, Virginia Mae, A.B.	Albemarle
Ruffin, Mary Etta, A.B.	Ellerbe
Satterfield, Mildred, A.B.	Edenton
Scott, Virginia M., A.B.	Clayton, Mich.
Sears, Kathleen, A.B.	New Hill
Sears, Mary Helen, A.B.	Morrisville
Smith, Mary Griselda, A.B.	Jackson Hill
Sorrell, Dixie, A.B.	Cary
Spence, Virginia, A.B.	Lillington
Staples, Virginia, B.S.	Ridgecrest
Stroud, Bertha Mae, A.B.	Kinston
Suggs, Margaret, A.B.	Belmont
Tatem, Elizabeth, A.B.	Reidsville
Tucker, Ruth Elizabeth, A.B.	Reidsville
Turner, Josephine, B.M.	Clinton
Vaughan, Mary Laura, A.B.	Nashville
Vinson, Marion Broughton, A.B.	Raleigh
Watkins, Myrtle, B.M.	Virgilina, Va.
Weathers, Evelyn, A.B.	Wendell
Weatherspoon, Mabel Stuart, A.B.	Raleigh
Weeks, Undine, A.B.	Enfield
Wells, Gladys, A.B.	Mount Olive
Whitaker, Meredith, A.B.	Andrews
Wilson, Mary Walker, A.B.	Charlottesville, Va.
York, Nell, A.B.	Cary
Yost, Willene, A.B.	Kannapolis

Freshman Class

Adams, Christine, A.B.	McColl, S. C.
Allen, Nancy, A.B.	Wadesboro
Allison, Sara Fowler, A.B.	Pine Bluff
Andrews, Eleanor, A.B.	Clayton
Andrews, Margaret, A.B.	Morganton
Austin, Elizabeth, A.B.	Winston-Salem
Beasley, Katrina, A.B.	Apex
Binder, Nina, A.B.	Mount Airy
Bland, Sonora, A.B.	Goldsboro

Boswell, Hazel, A.B.	Burlington
Bradsher, Ann, A.B.	Roxboro
Brown, Virginia Cape, A.B.	Franklinton
Bullard, Flaval, A.B.	Chadbourn
Bullington, Margaret, A.B.	Wilson
Burnham, Alfrieda, A.B.	Mullins, S. C.
Calloway, Mary Frances, B.S.	Concord
Campbell, Onie, A.B.	Inman, S. C.
Capps, Marie, B.S.	Henderson
Castlebury, Henrietta, A.B.	Raleigh
Cates, Jane Elizabeth, A.B.	Raleigh
Chamblee, Mary Louise, A.B.	Raleigh
Chandler, Mary Caudip, A.B.	Durham
Cheek, Mary Elizabeth, A.B.	Durham
Cheek, Novelle, A.B.	Durham
Covington, Pauline, A.B.	Hoffman
Cowan, Rachel Sue, A.B.	Leaksville
Dark, Mary Bynum, A.B.	Roseboro
Davidson, Elizabeth, A.B.	Raleigh
Davis, Beverly, A.B.	Wilmington
Davis, Margaret Priestly, A.B.	Wake Forest
Denslow, Hester, A.B.	Miami, Fla.
Dockery, Dorothy, A.B.	Mangum
Duckworth, Jewel, A.B.	Morganton
Eaton, Mildred, A.B.	Charlotte
Fales, Genevieve, A.B.	Wilmington
Finlator, Dorothy, A.B.	Raleigh
Fried, Isabelle Marion, A.B.	Weldon
Futrell, Bertha, A.B.	Henderson
Gaskins, Melba, A.B.	Spring Hope
Gentry, Agnes, A.B.	Lillington
Glass, Annie Laurie, A.B.	New Hill
Gregory, Marjorie, A.B.	Angier
Haithecock, Margaret, A.B.	Raleigh
Hamilton, Rena Pearl, A.B.	Morehead City
Helsabeck, Louise, A.B.	King
Hill, Mary, A.B.	Albemarle
Hodges, Charlotte, A.B.	Winston-Salem
Hogan, Strobie, A.B.	Marion
Houlder, Helen Leonora, A.B.	Raleigh
Hudmon, Katherine, A.B.	Sylvania, Ga.

Hudson, Josephine, A.B.	Knoxville, Tenn.
Jacobs, Elizabeth, A.B.	Scottsboro, Ala.
Jacobs, Frances, A.B.	Mount Airy
Johnson, Kathleen, A.B.	North Wilkesboro
Jones, Frances Josephine, A.B.	Apex
Jones, Mary Elizabeth, A.B.	Cary
Knowles, Margaret, A.B.	Mount Olive
Lambert, Virginia, B.S.	Asheboro
Lanier, Esther Mae, B.S.	Wallace
Lawson, Mary Elizabeth, A.B.	South Boston, Va.
Levine, Edith, A.B.	Estill, S. C.
Liles, Katherine, A.B.	Goldsboro
Luper, Gladys, A.B.	Rocky Mount
McCollum, Edna Erle, A.B.	Wentworth
McMurray, Mary Belle, A.B.	Raleigh
McNeill, Minnie Ruth, A.B.	Elkin
Martin, Sarah Ann, A.B.	Denton
Melton, Helen, A.B.	Hendersonville
Morgan, Ruth Ricks, A.B.	Spring Hope
Morris, Ira Frances, B.S.	Statesville
Morrison, Wilhelmina, A.B.	Newton
Moss, Virginia, B.S.	Enfield
Murray, Myrtle Virginia, A.B.	Raleigh
Narron, Bessie, A.B.	Middlesex
Norman, Narcissa Ann, A.B.	Hickory
Ogletree, Virginia, A.B.	Roanoke Rapids
Parker, Helen Frances, A.B.	Woodland
Parker, Lucille, A.B.	Marion
Pegram, Edna Lee, A.B.	Raleigh
Perry, Lucy Mae, A.B.	Neuse
Pike, Hazel, B.S.	Raleigh
Piland, Mary Lou, A.B.	Margaretsville
Redmon, Martha, A.B.	Marshall
Ricks, Gladys, B.S.	Raleigh
Riley, Martha Ann, A.B.	Plandome, N. Y.
Rivers, Helen, A.B.	Raleigh
Robbins, Grace, A.B.	Winnabow
Rollins, Virginia, A.B.	Alexandria, Va.
Rose, Norma, A.B.	Wadesboro
Ross, Isabelle, A.B.	Nashville
Ruark, Elizabeth, A.B.	Wilmington

Ruffin, Helen, A.B.	Raleigh
Salisbury, Betty, A.B.	Morehead City
Sams, Katy, A.B.	Marshall
Sears, Mary Roselle, A.B.	Morrisville
Secrest, Mary Covington, A.B.	Monroe
Sexton, Vera, A.B.	Rocky Mount
Shields, Fay Memory, A.B.	Scotland Neck
Silver, Lois, A.B.	Raleigh
Sloan, Susan Emma, A.B.	Morganton
Spence, Violet, B.S.	Lillington
Stallings, Evelyn, A.B.	Spencer
Stallings, Margie, A.B.	Durham
Tanner, Jane Carol, A.B.	Douglas, Ga.
Tant, Jessie, A.B.	Raleigh
Taylor, Annie Mae, A.B.	Oxford
Taylor, Edna, A.B.	Kinston
Tissue, Virginia Mae, A.B.	Mount Hope, W. Va.
Treadwell, Mary Alice, A.B.	Myrtle Beach, S. C.
Tuthill, Irene, A.B.	Jamaica, N. Y.
Uher, Lillian, B.S.	New York City, N. Y.
Wade, Hazel, A.B.	Morehead City
Wakefield, Katherine, A.B.	Hayesville
Ward, Ruth Alice, A.B.	Elizabeth City
Warner, Minnie, A.B.	Rockingham
Warren, Genevieve, A.B.	Dunn
Wheeler, Maebelle, B.S.	Asheville
Whitley, Flossie, A.B.	Selma
Williams, Hilda, A.B.	Lexington
Williams, Veritas, A.B.	Raleigh
Williamson, Ione Elizabeth, A.B.	Portsmouth, Va.
Wilkerson, Pauline, A.B.	Timberlake
Young, Elsie Mae, A.B.	Wake Forest

Special Students

Beddingfield, Charlotte, Art	Raleigh
Bloodworth, Erin, Violin	Raleigh
Branch, Virginia, Piano	Raleigh
Canaday, Helen, Piano	Raleigh
Copeland, Mrs. Robert, Organ	Raleigh
Cowan, Georgia Coleman, Education	Apex

Cox, Frances, Piano	Raleigh
Cuthrell, Barbara, Violin.....	Goldsboro
Everett, Mrs. Ruth Heatherly, Piano.....	Raleigh
Freeman, Charles, 'Cello.....	Raleigh
Freeman, Thomas, Violin.....	Raleigh
Hamrick, James, Violin.....	Raleigh
Hamrick, Martha, Piano.....	Raleigh
Hamrick, Olive, Piano, Violin.....	Raleigh
Hanyen, Jennie, Voice	Raleigh
Hartness, Elva, Art.....	Raleigh
Knight, Lucille, Art Education.....	Raleigh
Lober, Adele, Piano	Raleigh
McCanless, Ann, Voice.....	Raleigh
McMillan, Aileen, Piano.....	Raleigh
McMillan, Archie, 'Cello.....	Raleigh
McMillan, Robert, 'Cello.....	Raleigh
Maynard, Christie, Organ.....	Raleigh
Meuse, Anne, Violin.....	Raleigh
Peacock, Carolyn, Organ.....	Raleigh
Roberts, T. Huber, Organ.....	Raleigh
Rosel, Alverda, English	Raleigh
Seligson, Sylvia, Piano.....	Raleigh
Smith, Dorothy Elease, A.B.....	Raleigh
Spence, Marjorie, Biology.....	Lillington
Taylor, Rockie Lee, Education, Geography.....	Conway
Tillery, Mary, Latin.....	Raleigh
Wallace, Marion, Voice.....	Raleigh
Womble, Mrs. Ralph, Voice.....	Sanford

Summary of Students

Seniors	73
Juniors	97
Sophomores	92
Freshmen	123
<hr/>	
Total classmen.....	385
Specials	34
<hr/>	
Total.....	419

Summary by States

Alabama	1
China	1
District of Columbia.....	1
Florida	2
Georgia	4
Jamaica, B. W. I.....	1
Japan	1
Kentucky	2
Maryland	1
Michigan	1
North Carolina.....	373
New Jersey	1
New York	4
South Carolina	11
Tennessee	1
Texas	1
Virginia	12
West Virginia	1
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Total.....	419

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JUNE, 1933

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MEREDITH COLLEGE

THE ART EXHIBITS

Many guests attended the outstanding exhibition held by the Art Department of Meredith during the 1933 commencement. Visitors were delighted with the serious and thoughtful work of the art students done during the past year under the leadership of Miss Poteat and Miss Tillery. The girls had expressed themselves and their growing love and knowledge of art in many media. Paintings in live bright colors, well modeled cast and figure drawings, interesting small sculpture and some excellent and original designs in batik and block printing, as well as other attractive bits of craftwork, graced the spacious exhibition room.

Of especial interest to alumnae and to visitors was the exhibition on Friday afternoon of the work of the three diploma students, each of whom held a "one-man show" and received with her friends in the room devoted to her work. Much praise should be given these girls for the evidence of the sincere and original work done during their four years in the Art Department. Edythe Bagby, the first girl to receive A.B. with art as a major, had some extremely nice things, among which was a still-life, a particularly fortunate study in values; the delicately modeled cast-drawings also stood out for excellence.

Florence Crutchfield showed a fine capacity for attention to detail and accuracy, most especially in her interesting bits of fabric work in hooked rugs and block print designs.

Elizabeth Knox Hood showed a decided talent in the direction of portraiture, and in her color values. Quite charming in color was a still life which depicted a silvery blue vase against a softly shaded background. Also the *Aristocratic Cat* was most delightful in conception and execution.

Mary Frances Snead had some brilliant bits of still life, done in the mosaic treatment, which she handled very well. One could easily follow the successive stages of her conquering the mechanism of this expressive medium—up to the beautiful still

life, vibrant with color, which had so deservedly won a prize at the recent Raleigh Amateur Exhibition.

Among those less advanced pupils whose work was displayed at the general exhibition on Sunday, there were some who showed exceptional talent and promise for the future: Katherine Davis, with her strong touch and love of deep rich color values; Catherine Moseley, in her delicate bits of tempera, revealing a sense of rhythm and color; Elberta Foster, with sketches abounding in swift movement and flowing line; Zellah Washburn, with her interesting and original block print designs; Alma Kee in her block printed design and softly colored still life; Mary Armbruster, in an interesting small painting. Betsy Bizzell brought in an original and attractive lamp-vase, done in perma-plast. Other art students had many carefully worked out anatomical and cast drawings.

The whole was a most creditable exhibit and showed the well-directed interest and effort that the girls of the studio had put behind their God-given talent—that talent which is one of man's greatest gifts and achievements, the loving portrayal of nature's beauty.

THE SOCIETIES AT HOME

Departing from the usual custom of having exercises on Saturday evening with a reception following, the societies this year kept open house for the alumnae before the regular morning alumnae meeting.

In the Astrotekton Society Hall, beautifully decorated with spring flowers, the guests were greeted by Rachel Biggs, the society president, and introduced to the "sisters of the gold and white" who are now in college. During the hour Marguerite Warren and Mabel Martin entertained the guests with a program of piano and vocal solos. Grace Carr, Emily Miller, Miriam Brady, and Hazel Boswell served tomato juice and beaten biscuit. A number of Astros called during the morning.

The Philaretian Literary Society was at home to the visiting alumnae in the Society Hall. The guests were graciously received by the following outgoing officers: Pauline Barnes,

president; Nancey Viccellio, vice president; Jessie Martin, secretary; Elizabeth Lee, treasurer; and Nancy McDaniel, chief marshal. Ably assisting these were the incoming officers: Eliza Briggs, president; Mary Carter Nooe, vice president; Mary Allen Lewis, secretary; Frances Calloway, treasurer, and Gwendolyn Crowder, chief marshal. Refreshments, consisting of punch and wafers, were served by the marshals: Nancy McDaniel, Sue Hester, Louise Martin, Gwendolyn Crowder, Lena Honeycutt, Lillian Bell Jenkins, and Elisabeth Davidson. During the hour a delightful musical program was given by Hazel Martin and Josephine Arnette, sopranos, Mildred Moore and Louise Correll, pianists.

THE ALUMNAE MEETING

One of the most enthusiastic meetings of the Meredith College Alumnae was the thirtieth annual meeting which was held Saturday morning, May 27, in the Astrotekton Society Hall. In response to the hearty welcome from the beloved college president, Dr. Charles E. Brewer, the members of the association pledged themselves to a continuation of the fine loyalty and spirit of service that they have shown toward the college all these years. Dr. Brewer was introduced by Mrs. Maude Davis Bunn, of Raleigh, president of the association, immediately after the invocation and the singing of *Alma Mater*.

The address of the day was prepared by Mrs. Ann Thompson Hubbell, of Ypsilanti, Michigan, a member of the class of 1911. Since Mrs. Hubbell was unable to be present, her address was read by Miss Carolyn Peacock, of the class of '27. In a delightfully informal way, Mrs. Hubbell discussed the challenging topic: "What We Learned in 1932." The greatest lessons that 1932 has taught us, she said, are: "to readjust our sense of values, to take stock of ourselves, and to learn to draw on our own resources." . . . "The business of living," she went on to state, "is the biggest business after all," and "the gift of beauty consciousness, that indispensable gift that makes it impossible to be dull."

At the conclusion of the address, Mrs. Bunn presented Martha Salisbury of the class of 1933, daughter of Mrs. Estelle Johnson Salisbury of Scotland Neck. Miss Salisbury is president of the Granddaughters Club, which is composed of forty-nine girls whose mothers are Meredith alumnae. These girls were presented and gave an amusing skit.

The Meredith Trio, made up of Misses Charlotte Armstrong, violinist; Alverda Rosel, 'cellist; and Aileen McMillan, pianist, delighted the assembly with two beautiful selections: *On Wings of Song*, by Mendelssohn, and *Valse Triste*, by Sibelius.

Miss Mae Grimmer, Alumnae Secretary-Treasurer, gave a report of her work for the year 1932-1933. Of great importance to the alumnae was the official announcement that their recommendation, made at the 1932 meeting, for filling the three vacancies on the Board of Trustees by alumnae, had been granted and that during the Baptist State Convention, Mrs. Maude Davis Bunn, of Raleigh, Mrs. Anna Kitchin Josey, of Scotland Neck, and Mrs. Foy Johnson Farmer, of Raleigh, had been elected to fill these responsible positions. On the motion of Mrs. Lulie Marshall Wyatt, the association gave Miss Grimmer a rising vote of thanks for her services to the college and the association. By her tireless devotion and unswerving loyalty, Miss Grimmer has brought the alumnae into closer union with faculty and students, as well as with each other, and has put the association in a position to do more intelligent work for the college.

Mrs. Alma Dorsett Seawell, of Raleigh, read beautiful tributes to Mrs. Frances Cherry Batchelor, '24, of Mount Olive, and Mrs. Kathleen Jones Medford, '19, of Creedmoor—the two alumnae who died during the past year.

One of the most interesting reports was in regard to the Ida Poteat Loan Fund. Mrs. Lucy Sanders Hood, of Kinston, told of the desire of her chapter to start a movement that would do honor to Miss Poteat and at the same time help some worthy girl with her college expenses. It was decided by the association that one-third of the Octagon coupon receipts be donated

to the Ida Poteat Loan Fund—the other two-thirds to continue to go to the college debt and athletic equipment.

Before turning over the gavel to her successor, Mrs. Bunn, who has served the college untiringly during the two years of her office as president of the Alumnae Association, made a few farewell remarks.

The following officers were elected for the term of 1933-1934: president, Mrs. Helen Hilliard Leggett, of Scotland Neck; vice president, Mrs. Bernice Hamrick Hoey, of Canton; recording secretary, Mrs. Elizabeth Purnell Rand, of Garner; commencement speaker, Miss Annie Dove Denmark, president of Anderson College, Anderson, S. C.; alternate speaker, Mrs. Kate Watson Jenkins, of Boiling Springs, N. C. Miss Lois Johnson, of Thomasville, was chairman of the nominating committee.

Immediately after the business meeting, the association adjourned to the Woman's Club, where the annual luncheon was served. Mrs. Lila Keith Smith, of Greensboro, acted as toast-mistress. The guests of honor were Dr. and Mrs. Charles E. Brewer, Dean and Mrs. J. G. Boomhour, Miss Ida Poteat, Dr. Delia Dixon Carroll, Miss Caroline Biggers, Mrs. Lily M. Mebane, and the class of 1933. Mrs. Edith Taylor Earnshaw, of Wake Forest, toasted the reunion classes: '06-'09, '25-'28, '23 and '31; and responses were given by Mrs. Helen Hilliard Leggett, '09, of Scotland Neck; Miss Louise Mays, '23, of Portsmouth, Virginia; Miss Mary O'Kelly, '26, of Raleigh, and by the members of the class of '31. The incoming alumnae were welcomed by Miss Evelyn McCall, '31, of Marion. Mrs. Undine Futrell Johnson, president of the A. A. U. W. of Winston-Salem, greeted the alumnae trustees, and Mrs. Anna Kitchin Josey, of Scotland Neck, responded.

Mrs. Grace Mooney Richards, talented soloist of Washington, D. C., sang two beautiful selections, accompanied by Miss Virginia Branch of the college faculty.

Mrs. Lily M. Mebane, of Spray, and member of the House of Representatives during the last two sessions of the Legis-

lature, was guest speaker and gave a most stimulating talk on "Women's Opportunities Today."

The luncheon, the attendance of which almost reached the three hundred mark, closed with many enthusiastic reports from representatives of the chapters throughout the state.

THE CLASS DAY EXERCISES

The class day exercises for the class of 1933 were held at four o'clock on Saturday, May 27. The members of the Sophomore Class, carrying the daisy chain and singing the daisy chain song of the odd classes, formed an aisle through which the procession of seniors passed.

After the Senior Class had marched off the stage, Annette Donovan, president of the class, welcomed the parents, alumnae, faculty, and friends of the college, and gave in brief an account of the pageant in which the history of the college was to be represented.

"The Past, the Future, Two Eternities"—the title of the pageant—is suggestive of its theme. By a presentation of the facts, and of the ideals and traditions which have been built up around the college, the pageant gives an insight into those intangible qualities about the institution which relate it to eternity—to those things which are lasting. It shows Christian education as the motivating purpose and the guiding spirit which has led those who have had a part in making it the college that it is today. The forecast for the future is built on the events of the past and present which would give some basis for belief in the future.

The pageant was opened by the singing of the first stanza of the *Alma Mater* by Hazel Martin. Other stanzas were sung at intervals throughout the pageant. Lula Belle Highsmith read the history of the college while the various scenes from the history of the college were being reproduced.

PROLOGUE

"It is because we are the class of thirty and three that we are particularly happy to look back and trace the certain definite outline of this number three as it has interwoven itself in the history of the college." Three sites, three names, three presidents, through these has Meredith been wrought out from the dream of Thomas Meredith who, in the State Convention of 1835, first proposed such an institution.

These facts were shown by several episodes. Iris Humphrey, representing Thomas Meredith, was seated on the stage in the first scene. Following his appearance, Christian Education, represented by Nancy McDaniel, appeared and stood beside him. The laying of the corner stone in 1925 was re-enacted by Pat Abernethy, Annie Keith, Elizabeth Harris, Dorothy Merritt, and Marguerite Preslar.

The spirit of Christian Education has manifested itself in all life at Meredith through Scholarship, Religious Activities, the Department of Health, and Student Organizations.

SCHOLARSHIP

Scholarship was emphasized as the main purpose and aim of the college. The changes which have been made in the curriculum since the opening of the college were indicated by a style show, in which each department was represented by a girl wearing a dress of the date in which the course was introduced. The departments appeared in the following order: The Preparatory Department, represented by Margaret Briggs; English, by Charlotte Hooper; Latin and Greek, by Alyne Reich; Religion, by Martha Mull; Business, by Mary Mull; Art, by Mary Frances Snead; Music, by Sarah Herring; History, by Martha Castlebury; Modern Languages, by Martha Viccellio; Home Economics, by Mary Louise Johnson; and Education, by Mae Campbell. Mention was made of the fact that Meredith has had recognition from the Southern Association of Colleges and Secondary Schools, the American Association of University Women, and the Association of American Universities.

RELIGIOUS ACTIVITIES

"From the beginning of Meredith as an idea until its fulfillment as a reality, religion as manifested in the pervading spirit and in concrete expression has been the very heart of the institution." This has been shown in a definite way through the religious organizations on the campus. The Y. W. C. A., as the first such organization, was represented by Kate Allison. This was followed by the unit organizations of the B. S. U., with Melba Hunt, representing the B. S. U., Mildred Taylor, the B. Y. P. U., Helen Dozier, the Service Band; Ernestine Hayes, the Y. W. A.; and Miriam Brady, the B-Hive.

THE DEPARTMENT OF HEALTH

Health as an essential factor in the development of normal, happy individuals has been under the successful supervision of Dr. Delia Dixon Carroll, and Mrs. Octavia Scarborough Norwood, who was the very efficient and greatly loved nurse at Meredith College from the date of its opening until June, 1931.

The work of the Physical Education Department, which for so many years has been under the direction of Mrs. Gertrude Royster Sorrell, was shown by pantomimes of the old Field Day and the present May Day. The Field Day exercises were reproduced by Pat Abernethy, Pauline Barber, Nancy Blanton, Mildred Amburn, Evelyn Byrd, Bertie Earp, Virginia Green, and Josephine Broadwell; the May Day, by Margaret Briggs, as May Queen, Jessie Martin as her attendant, and Edythe Bagby, Rachel Biggs, Elizabeth Harrelson, Catherine Hawkins, and Mary Akers as the dancers.

The Athletic Association was mentioned as another agency which fosters health and also encourages sportsmanship and fair play among the students.

THE STUDENT ORGANIZATIONS

The Student Government Association, the societies, the publications, the class traditions and college traditions are all expressions of student life. The reproduction of a council meet-

ing of the Student Government Association of 1908 gave us an idea of that organization at the time of its introduction. The societies were represented by Rachel Biggs, president of the Astrotekton Society, and Pauline Barnes, president of the Philaretian Society. The presidents stood on the stage with the banners while the society songs were sung. Copies of *The Twig* for May 27, 1933, distributed to the audience by members of the staff were used to represent all the college publications.

Until a few years ago it was customary for the waiters in the dining room just before Christmas to give an old-time cake walk. At this time those days were recalled by a very admirable exhibition from Ed and Will.

Another tradition that causes much excitement among students and alumnae is the presentation, every four years, of *Alice in Wonderland*, by the faculty. Two scenes from *Alice in Wonderland* were given: the one in which the White Rabbit (Mrs. Lillian Parker Wallace) and the Duchess (Miss Lena Barber) fall in love, and the scene between Alice (Miss Mary Tillery) and the disagreeable Cheshire Cat (Miss Mary Lynch Johnson).

The crook and the cap and gown were presented to the incoming Senior Class president, Miss Katherine Davis, by the outgoing Senior Class president, as is customary at Class Day each year. The odd class tradition of the big sister and little sister classes singing to each other was carried out as usual and was followed by the singing of *These Bones* by each class separately and then by both classes together.

"It is by customs and traditions such as these that the concrete and tangible have been supplemented with the intangible which gives the indescribable feeling and spirit that have made Meredith the Queen of Our Hearts."

EPILOGUE

The epilogue brought a suggestion of the future as seen in the light of the past. Christian Education again appeared, this time with a torch held aloft symbolizing the victory which must come to the college that has Christian Education as its motivating force.

"The two eternities, the one of the past, and the one of the future, will become so completely blended into the great spirit of the present as to make it ready to meet every-day problems with faith and determination and will thus 'make great the aim, whether completely reached or not.'"

THE PRESENTATION OF AWARDS

On Saturday evening, May 27, at eight o'clock, a large audience gathered in the auditorium to witness the presentation of awards. Dr. Charles E. Brewer presided over the meeting.

Pauline Barnes, president of the Philaretian Literary Society, introduced Mrs. Moultrie Drake Betts, a former Philaretian president. Mrs. Betts said that sometimes things happen just right, as in this case, for a granddaughter of Meredith had won the medal for the best essay written by a member of the Philaretian Society. She then presented the medal to Pat Abernethy.

Rachel Biggs, president of Astrotekton Literary Society, in explaining the award for the best essay written in the Astrotekton Society, called attention to the fact that the donor of the medal, Mr. P. A. Carter, was in the audience. After the recognition of Mr. Carter, she introduced Mr. Leslie Campbell. Mr. Campbell stated that it was most fitting that this medal, donated in memory of Mr. Carter's parents, should be given in such an institution as Meredith, for Christianity and education went together in the Carter school; and that the beauty and purity of the gold symbolized the donor's love of beauty, love for his state, and love for his parents. He then delivered the medal to Dorothy Merritt, a relative of Mrs. P. A. Carter's.

Margaret Briggs, president of Kappa Nu Sigma Honor Society, announced the election of members to the honor society. The election of Edythe Bagby and Martha Castlebury completed the ten per cent from the Senior Class. Mary Florence Cummings and Isabel Morgan had been previously elected from the Junior Class; those comprising the remaining six per cent were announced as follows: Margaret Tilghman, Nancy Viccellio, Carolyn Wray, Jean Simpson, Katherine Blalock, Frances Gray.

Dr. Julia Harris then gave recognition to the following for having done independent reading during the year: Dorothy Merritt, Sarah Elizabeth Vernon, Carolyn Wray, Esther Barham, Mary Lois Parker, Kathleen Gilleland, Arabella Gore, Inez Poe, Mary Ruffin, Erma Fisher, Elberta Foster, Cornelia Atkins, Jewell Duckworth, Minnie Ruth McNeill, Elizabeth Austin, Helen Melton, Mary G. Smith, Lois Silver, Margaret Davis.

Dr. Harris then presented to Margaret Green the prize for the best bibliography in American Literature, and to Nancy McDaniel the Elizabeth Avery Colton prize for the best article in the *Acorn*.

The last speaker on the program, Mrs. Gertrude Royster Sorrell, after stating that all awards for particular athletic events had already been given in chapel, announced that Pat Abernethy had been adjudged the best all-round athlete, an honor given for the four qualities, sportsmanship, leadership, scholarship, and ability in athletics.

THE ANNUAL CONCERT

The annual commencement concert by the Department of Music was given on Saturday evening, May 27, in the college auditorium.

The program was opened with a two-piano arrangement of a Spanish folk dance, *Jota*, played by Misses Mary Akers and Mary Louise Smith, seniors in the Department of Public School Music.

The College Glee Club, under the direction of Miss Rowland, sang two numbers. The girl's fresh voices blended in the rich harmonies of Rachmaninoff's *Thro' the Silent Night*, and in the appealing Nevin composition, *When the Land was White With Moonlight*.

For the third number on the program Miss Pauline Barnes played with feeling and understanding Grieg's own arrangement of his beautiful song, *Ich Liebe Dich*.

Miss Eleanor Hunt gave the only violin number on the pro-

gram, *Rondeau*, from *Concerto in D Major*, by Mozart, which she played with understanding of the delicacies of the Mozartian style.

Miss Sarah Herring gave to Glinka's *Lark* the necessary variety of tone color and atmosphere to make it a thing of rare beauty.

Miss Josephine Arnette, a junior in voice, sang a group of songs: *Cade la Sera*, by Mililotti, *Si Mes Vers Avaient des Ailles*, by Hahn, and *Cuckoo Clock*, by Griselle-Young. Miss Arnette has a voice of richness and flexibility, and it is a pleasure to hear her sing.

Miss Helen Dozier played in an artistic and musical manner Schumann's *Novelette*, Op 21, No. 7, and Brahms' *Hungarian Dance* No. 7.

After this Miss Hazel Martin sang a group of three songs: *O Sleep, Why Dost Thou Leave Me?* by Handel, *Can It Be Love*, from *Martha*, by Flotow, and *Birdsong*, by Curran. Her singing was characterized by a maturity of interpretation and a fine style.

Arensky's attractive *Waltz* for two pianos, played by Miss Helen Dozier and Miss Sarah Herring, again demonstrated the artistry of these two young women.

The program was brought to a close by the Glee Club, which sang a *Czecho-Slovakian Dance Song*, interpreted with rhythmic verse, and *Down in the Glen*, by Warren.

The accompanists for the evening were Misses Louise Correll, Elizabeth Lee, and Louise Thomas.

COMMENCEMENT SUNDAY

SUNDAY MORNING

ORDER OF SERVICE

Prelude—Psalm XVIII.....	Marcello
Hymn—"Holy, Holy, Holy."	
Invocation—Mr. J. M. Page.	
Contralto Solo—"My Redeemer and My Lord".....	Dudley Buck
Miss Ethel Rowland	
Scripture Lesson—Dr. J. Clyde Turner.	
Prayer—Dr. L. C. Kelly.	
Anthem—"The Lord is My Shepherd".....	Henry Smart
Baccalaureate Sermon—Dr. J. Clyde Turner, Greensboro, N. C.	
Hymn—"O Worship the King."	
Benediction—Dr. J. Clyde Turner.	
Postlude—"We All Believe in One God".....	Bach

Mr. Leslie P. Spelman, who had charge of the music for the commencement exercises, used *Psalm XVIII*, by Marcello, as the processional for the morning service. The dignity and depth with which this was played made a fitting opening for the impressive program that followed.

After the invocation Miss Ethel Rowland sang with finish and stateliness *My Redeemer and My Lord*, by Dudley Buck. In the anthem *The Lord is My Shepherd*, by Smart, the splendid co-ordination produced a sincere and beautiful performance.

The speaker of the morning was Dr. J. Clyde Turner of the First Baptist Church of Greensboro, N. C. Taking his text from Genesis 9:13, Dr. Turner spoke on the "Message of the Rainbow."

There are few things in nature more beautiful than the rainbow. People are never so busy that they are not ready to pause and look at this band of beauty which God had flung across the sky. With yearning soul the artist stands before the rainbow and realizes the inability of human skill to reproduce it.

What skillful artist e'er would choose
To pain the rainbow's varying hues,
Unless to mortal it were given
To dip his brush in dyes of heaven.

This morning I bring to you the message of the rainbow. This message is four-fold.

1. There is infinite beauty in the every-day things of life. How does God make a rainbow? He brings the clouds across the sky and sends rain upon the earth. Then he makes a rift in the clouds and lets a ray of sunlight through. This ray of sunlight, falling on the raindrops, is separated into the seven colors, blended in artistic beauty. So God makes rainbows out of these every-day things of earth, the sunshine and the rain.

There is beauty in the common-place things of life. You can find a rainbow if you put these things together in the right relations. Ruskin found sapphires, opals, diamonds, and dew-drops in a cake of mud. True happiness is found, not in seaching for bright things in the distance, but in finding the rainbow in the every-day things of life: not in looking for the beautiful in some far away place, but in seeing the beautiful in the things at your door.

2. The dark experiences of life but furnish a background for some of God's finest work. The rainbow is a child of the storm. Sunshine alone cannot produce a rainbow. The rainbow appears when the light of heaven falls across the clouds of earth. And the darker the cloud the brighter the rainbow will be.

Life has many clouds and shadows. Many of us are inclined to turn back in the face of the storm. But when the sunlight of heaven falls across these clouds and shadows, the rainbow appears.

All that is most beautiful in character is the result, not of sunshine alone, but of sunshine and shadow. It is only when sorrow and suffering are touched by the finger of God that the things that are most beautiful are wrought in the human soul.

Through gloom and shadow look we,
On beyond the years;
The soul would have no rainbows
Had the eyes no tears.

3. The common things of earth assume a new meaning under the touch of God. Most commentators agree that there had been rainbows before the flood, but God gave to the rainbow a new significance when he said, "It shall be the token of the covenant between me and the earth."

Under the touch of God familiar things assume a new meaning. The cross was made of two pieces of rough wood, and was the synonym of shame and suffering. But when the cross was touched by the Son of God it became the synonym of salvation and conquering glory. And all the experiences of life assume a new significance when seen in the light of heaven.

4. All the promises of God will be faithfully kept. God set the rainbow in the sky as a token of his promise that he would never again destroy the earth with a flood, and he has faithfully kept that promise. And he will faithfully keep all his promises—his promise of salvation, his promise of his loving care, and his promise of eternal life in that land that is fairer than day.

As you face the experiences of life, the rainbow looks down from the clouds and calls you to trust him who is faithful in keeping his very promise. Trust him in the sunshine, and trust him in the storm; trust him in joy, and trust him in sorrow; trust him in life, and trust him in death. When the tasks you are facing seem to be dull and commonplace, look for the rainbow. When clouds of adversity hang over your pathway, look for the rainbow. In all the varying experiences which life shall bring to you, lift your eyes and look for the rainbow.

SUNDAY EVENING

ORDER OF SERVICE

Eight O'clock

Prelude—March from *Athalia*.....Mendelssohn

Hymn—"Jesus Shall Reign."

Invocation—Mr. J. S. Farmer.

Anthem—"Ave Verum".....Josquin Despres

Scripture Lesson—Dr. J. Clyde Turner.

Prayer—Mr. Forrest C. Feezor.

Hymn—"The Morning Light is Breaking."

Missionary Sermon—Dr. J. Clyde Turner, Greensboro, N. C.

Anthem—"How Lovely Are the Messengers".....Mendelssohn

Benediction—Dr. J. Clyde Turner.

Postlude—*Cantilena Anglica Fortunae*.....Scheidt

In the evening the procession marched in to the stirring strains of the *March from Athalia*, by Mendelssohn. The anthem *Ave Verum*, by Josquin Despres, was sung *a capello*. Holding to the mood and tradition of the period to which this anthem belongs, Mr. Spelman achieved an excellent effect in which precision and tonal balance were evident.

For the missionary sermon, Dr. Turner's text was I John 2:2: "And he is the propitiation for our sins: and not for ours only, but also for the sins of the whole world." Special emphasis was placed on those last words, "the whole world." But first the speaker showed that God's ideal is that we should live a perfect life, shunning and hating sin. But suppose a person does sin, what can be done about it? The devil says, "you'd better give up and quit!" and thus does he especially attack young Christians. Then God says through his apostle: "Don't sin, but if you do, we have an advocate with the Father, Jesus Christ the righteous." The Holy Spirit as one advocate will help us through prayer to draw up our petition for pardon, and then the other advocate, Jesus Christ at the right hand of the Father, presents the petition to his Father. To what then can Jesus

Christ appeal? There is but one thing, and that is the blood of Calvary's cross.

In regard to propitiation, the speaker said God doesn't need any one to make him willing to save a world lost in sin, for he is "not willing that any should perish, but that all should come to repentance." God is a God of justice as well as of mercy, and Jesus Christ made it possible for God to be just and a justifier of them that fear him. What did Jesus Christ do? "He was wounded for our transgressions, he was bruised for our iniquities."

Notice the present tense in "He *is* our propitiation." Sixty years after the crucifixion the Apostle John says that the work on Calvary's cross is eternal, that it is perpetual in its efficacy.

After John says "He is the propitiation for *our* sins," he adds "for the sins of the whole world." The atonement of Jesus Christ is sufficient for the whole world, not only for the seventeen hundred million people now living, but for all who have died, and for all who will die, should the world last a million years. There is no need for another Saviour or for another Calvary.

Other religions are great in some respects, and there are certain people who say that we should leave those who believe in them to the religions of their fathers. Not so, says the Word of God; for unless all of the world needs Christ, none of the world needs Christ. The whole of the world is lost without Jesus Christ. The whole of the world was in the mind of God when he promised the Messiah, and when he sent his Son. "God so loved the world . . ." John 3:16. The obligation rests upon every Christian to give this atoning message to the whole world without any exception. We've sometimes shared our sins with the whole world. To the Archbishop of Canterbury there came this message from a native of Africa: "Send more of the Gospel and less rum." The American Standard Oil in a few years has carried its products everywhere, but the Church of Christ has not shown the same zeal in carrying the Word of God.

When young people are looking for a place to invest their

talents, they may wonder, "What can *we* do for the whole world?" They can *pray* for the whole world, in their petitions carrying it up to the throne of God. We can all have a part in sending the gospel to a lost world; whether we give dollars or pennies, we can share with a lost world.

Among those present there are some who will give their own lives, in consecration to their Master, to save a lost world. These young people may well say, "Silver and gold have I none, but what I have—this life—I give!"

After the sermon the choir sang *How Lovely Are Thy Messengers*, by Mendelssohn. The beautiful words were clearly enunciated and many telling effects produced through the sympathetic response of the choir to the leader.

THE GRADUATING EXERCISES

The final exercises of commencement week were held on Monday morning, May 29, in the college auditorium. The academic procession formed at Vann Hall and proceeded to the auditorium, entering to the strains of Wagner's *March from Tannhauser*, played by Mr. Leslie P. Spelman. After the hymn, *Lead On, O King Eternal*, the invocation was offered by Mr. F. C. Hawkins, of Sanford, North Carolina. A trio composed of Miss Charlotte Armstrong, violinist, Miss Alverda Rosel, 'cellist, and Mr. Spelman, organist, gave a beautiful rendition of *Theme and Variations*, by Rheinberger.

Mr. J. S. Farmer, of the *Biblical Recorder*, paid a tribute to Thomas Meredith, the pioneer in the work of establishing higher education for Baptist young women in North Carolina for whom Meredith College was named. Mr. Farmer introduced a great-granddaughter of Thomas Meredith, Miss Catherine Meredith Tolson, and her mother, Mrs. Tolson, of Gadsden, Alabama.

The baccalaureate address was delivered by Dr. Albert W. Beaven, president of the Colgate-Rochester Divinity School of Rochester, N. Y. President Beaven spoke on "Christian Youth and the American of Tomorrow."

Young people graduating from our colleges today step out into life's arena at a most peculiar time. There is much that can discourage them. Employment is at a low ebb. Young people who have always planned to work and are now ready to do so, can get no work. There will be times when this will be discouraging in the extreme. They will need all their fortitude not to feel that they have come upon the scene at an exceedingly difficult period. It is a time also when compensation is low, and when competition is high.

On the other hand, it is a time filled with many possibilities. It certainly is a plastic age. At no time have the people of this country seemingly been willing to coöperate in such far-reaching changes as they are making now. It is a time when the old cynicism has passed; when a do-nothing attitude toward all kinds of situations is intolerable. We want action; we want it quickly; we are apparently willing to experiment in getting it. And that is the kind of a time that challenges youth.

It is a time of big things. The world is moved almost as easily now as a nation was a bit ago. The men who manage the affairs of the different groups which we call "nations" talk together around the table or over the radio as easily as people visit while sitting in their own homes. The President chats to us around our fireside at night, like an old neighbor, telling us the plans of his work. Today, if a man has something to say, and he is in a position to say it, he certainly has all the facilities for saying his word and making his life count.

It is going to be a time when youth will have the leisure for developing the cultural and the spiritual side of life. Whatever machinery has done for our leisure before now, it is nothing to what it apparently is going to do in the future. We shall have a shorter working week, probably shorter working hours, and we shall have time to do something with life on the enrichment side. Art, literature, music, the great service programs of community well-being, the great voluntary philanthropic enterprises, movements of spiritual insight and helpfulness, such as

the church, ought to have no trouble in securing fine volunteer service for their manning.

It is a time when somebody is going to attain greatness by helping us think through our moral problems. No generation has ever been more confused in its moral thinking. The harmful effect of this sort of situation falls far more heavily upon youth than it does upon maturity. Not that the young are worse than the older group, but that youth has to live longer with the results of foolish choices. In political life, in business life, in the life of the home, in our relationships such as wedlock, community guidance, and in many other ways, the necessity for moral undergirding is too obvious for us to delay it long. Young people with proper leadership, good judgment, high Christian ideals—ought to be at a premium, and to have a remarkable privilege in living in America these days that are ahead.

There is a great spiritual challenge awaiting youth. Historically, America has been a religious nation. It was founded upon professed Christian ideals and has claimed to be a Christian country. How far short of it we have come, all will admit. The disintegration which has been attendant upon the loss of high moral and spiritual ideals is evident on every side. The church itself is suffering no less than other institutions because of a lowered spiritual blood-count. Our whole national health awaits a transfusion of young, vigorous, spiritual leadership. From where will it come if not from our Christian colleges? Those who meet this challenge must be young; they must have leadership; they must have education; they must know where they want to go and why they should go there; they must have perspective; they must be able to save what we have and to add more to it.

The youth of the world, in many a country, are rising to remake their nations. This is true in Germany, true in Italy, true in Russia, true in India. Youth movements as such have not yet greatly interested or affected America. I think they will yet do so. The question is, what form will the youth movement take when it strikes America? Will it be destructive,

foolish, ill-guided. Will it be strong, wholesome, moral and spiritual in its objectives and constructive in its outreach? That is yet to be decided. Young people like those graduating from this institution today ought to influence the answer to that question.

After President Beaven's address, the degree of Bachelor of Arts was conferred by President Brewer on fifty-five candidates; the degree of Bachelor of Science on three; and the degree of Bachelor of Music on ten. Diplomas in Art were presented to three candidates. President Brewer then gave his final message to the graduates, striking again the note of optimism, and giving wise counsel and advice to the young women graduating in such troubled times. He closed by bidding farewell to the members of the Senior Class and by greeting them as alumnae of the institution.

The choir, under the direction of Mr. Spelman, gave a most pleasing rendition of Mendelssohn's *Hear My Prayer*, the soprano obbligato being sung by Misses Louise Martin, Mabel Martin, Josephine Arnette, and Margaret Whittington.

Dr. John Henry Highsmith, High School Inspector for North Carolina, presented the Bibles to the graduates. It was particularly appropriate that Dr. Highsmith should make this presentation as his daughter is a member of the graduating class. Dr. Highsmith spoke of how fitting it is that the last service rendered by Meredith College should be to provide each one with a copy of the greatest textbook. He pointed out that no education is complete without a knowledge of the Bible; that the Bible is the greatest of books, above all the world's literary masterpieces; and that it is the best guide through life. Dr. Highsmith closed with the words, "Devotion to the person of Jesus Christ is the dynamic of religion." The Bibles were handed to the graduates by Dean Boomhour.

Before the singing of the *Alma Mater* President Brewer spoke a fitting word of tribute to the author and composer, Dr. R. T. Vann, former president of the institution. Dr. Vann was fortunately able to be present at the exercises. After the benedic-

tion, pronounced by Mr. Hawkins, the academic procession passed out of the auditorium while Mr. Spelman played the *Priests' March* from *Athalia*, by Mendelssohn, as a recessional, and the session 1932-1933 was brought to a close.

THE PRESIDENT'S ADDRESS TO THE GRADUATING CLASS

Young Ladies of the Class of 1933:

We heartily congratulate each of you on your successful career in college, a fact which is attested by the diploma which has just been presented to you.

Your diploma is a testimonial. It tells of four years of consistent work. It tells of a steady loyalty to a worthy ideal. It connotes struggle and self denial, on the one hand; achievement and joyous thrills, on the other. It reveals anew the well established truth that every experience in life contributes to one's development. Without the struggle and the self denial we should lose many of the finer traits of character—sympathy, courtesy, unselfishness, kindness. Suffering brings with it an understanding that it is impossible to realize without it. Without the joy and thrill of achievement there would come discouragement, a loss of hope, a sense of defeat, that would be fatal. Your diploma and this occasion testify to a happy mingling and an effective coöperation of influences and experiences that make life worth living—experiences that add sunshine to cloud, joy to sorrow, mirth to sadness.

Your diploma is, also, a prophecy. It not only recounts the past, it forecasts the future. Hitherto you have been providing foundations. The superstructure is yet to appear. Because of the strength and permanency and the measure of the cultural foundation laid there is to come a richer life and a quickened loyalty to truth. Finer appreciation of the achievements of the past, a more tolerant attitude toward others, and a deeper sense of responsibility for community welfare will lead you to highest development of self in the service of God and humanity.

Note, also, that your diploma is a commission. You are under obligations to carry on in the intellectual field. It would

be a serious, not to say a fatal, mistake for you to think that your studies are all completed; that you can go through life with the momentum acquired in college. You have merely quickened your wits, learned the methods of study, and discovered the sources of information and power. Without constant attention and use your wits will become dull, your methods will become antiquated, your sources of information and power will prove to be inadequate. New conditions, new times, call for corresponding renovation of both methods and materials. According to your ability, is the standard for you. Whatever the number of talents entrusted to you, multiply them over and over through life.

You will be expected to maintain a high ideal. In home life, in business, in profession, in citizenship, your example may be a silent, yet powerful, influence to help others.

There is, also, the field of service to which your diploma calls you. The standard has been enunciated by Jesus himself, to love God with all the heart and your neighbor as yourself. Your commission to serve your day and generation may take you far from home. It may keep you in the neighborhood in which you have been reared. It may call for time and energy on your part, or for material contribution. No matter what the conditions may be, there will be a wonderful return to you through satisfaction for unselfish interest in others.

Your diploma commissions you to go forth to achieve the balanced life. Such a life, according to Chief Justice Charles Evans Hughes, is characterized by "faith without credulity; conviction without bigotry; charity without condescension; courage without pugnacity; self-respect without vanity; humility without obsequiousness; love of humanity without sentimentality; meekness with power."

In fulfilling the prophecy enclosed in your diploma and in making effective its commission, there are some essentials you need to observe. One of these essentials is for you to place a fair estimate upon the work you may undertake to do. The danger before many a young woman today is that she may

quickly lose the sense of her own value. She may say that there is nothing great for her to do, forgetting all the while that there is everything great for her to be. There is no duty that does not carry with it its own divine dignity. Do not think of your work as drudgery but make your calling worthy, whatever it may be, by proving yourself worthy to fill it.

Enthusiasm is another essential. Enthusiasm is to the individual what steam is to the locomotive—what gas is to the automobile. One cannot always coast because, to use the language of an elevator boy, life is a succession of ups and downs. Life is easy when all goes well. But disappointments and reverses will come. The tide may be against you. In such times you will need the extra power your enthusiasm provides. It will make possible a worthy achievement.

Pertinacity of purpose, amounting to real doggedness, will be of service to you. A fine illustration of this trait is found in the life of Abraham Lincoln. He contended with almost insuperable difficulties in securing his law license. He finally won. He was a candidate for the Illinois legislature. He lost. He ran for Congress and was defeated. He tried for the Vice Presidency. He was again defeated. Finally he entered the race for the Presidency and was elected. Never admit defeat. Some one has said, "The man who can smile at his own defeat has won." He may be temporarily defeated, but he is ready for another try for victory, and will ultimately win.

Another essential is to learn to use disappointments and handicaps as stepping-stones to merited achievements. In this connection think of Mr. Franklin D. Roosevelt. Born into a home of wealth—given every advantage—educated at Harvard—prepared for his profession—prospect bright—married happily—after thirty years of age stricken with infantile paralysis—put to bed for eleven years—suffered—not expected to recover—by an indomitable will restored—shows in his face signs of the suffering he endured and of the understanding which came to him through suffering—now an outstanding figure not only of the United States but of the world. Those who know him best

say that his affliction made it possible for him to reach this eminence. His handicaps became the stepping-stones to great achievements.

Learn from your mistakes, your misfortunes, your disappointments. Use them as aids toward a realization of the ideals that stir you and urge you on.

And now, Seniors of 1933, farewell, and best wishes. Welcome, Alumnae!

HONOR ROLL

SECOND SEMESTER, 1932-1933

FIRST HONOR

Ruth Couch Allen, Raleigh; Margaret Andrews, Morganton; Sarah Cornelia Atkins, Sanford; Elizabeth Austin, Winston-Salem; Evelyn King Barker, Leaksville; Katherine O'Brian Blalock, Oxford; Margaret Briggs, Raleigh; Onie Campbell, Inman, S. C.; Martha Castlebury, Raleigh; Mary Candys Chandler, Durham; Mary Creath Woodsdale, Gwendolyn Crowder, Raleigh; Mary Florence Cummings, Reidsville; Elisabeth Davidson, Raleigh; Dorothy Dockery, Mangum; Catharine Farris, Raleigh; Geraldine Gaddy, Albemarle; Frances Gray, LaGrange; Mattie Elizabeth Harris, Seaboard; Charlotte Hooper, Robbinsville; Eleanor Louise Hunt, Apex; Melba Cleo Hunt, Apex; Mary Louise Johnson, Raleigh; Meredith Johnson, Mount Olive; Grace Lawrence, Apex; Elizabeth Denmark Lee, Florence, S. C.; Irene Little, Raleigh; Frances Burns Maynard, Raleigh; Dorothy Merritt, Raleigh; Agnes Watson Moore, Raleigh; Isabel Morgan, Raleigh; Dorothy Phillips, Cary; Inez Poe, Apex; Grace Robbins, Winnabow; Pearl Robertson, Knightdale; Norma Rose, Wadesboro; Grace Sale, Raleigh; Jean Simpson, Madison; Miriam Tatem, Reidsville; Margaret Tilghman, Raleigh; Mary Laura Vaughan, Nashville; Sarah Elizabeth Vernon, Burlington; Martha Elizabeth Viccellio, Chatham, Virginia; Nancye Blair Viccellio, Chatham, Virginia; Carolyn Lamar Wray, Gastonia.

SECOND HONOR

Mary Albion Akers, Stuart, Virginia; Edythe Garner Bagby, Raleigh; Dixie Lee Bale, Canmer, Ky.; Pauline Barnes, Raleigh; Helen Rogers Bennett, Apex; Margaret Ruth Bird, Raleigh; Mabel Bowling, Rougemont; Mae Campbell, Danville, Virginia; Mamie Chambers, Warsaw; Katherine Davis, Winston-Salem; Hester Denslow, Miami, Fla.; Annette Donavant, Greensboro; Helen Adelia Dozier, Japan; Annie

Lucile Early, Windsor; Erma Fisher, Southern Pines; Arabella Gore, Raleigh; Elizabeth Knox Hood, Gastonia; Mildred Stewart Howard, Roseboro; Sarah Majel Kelly, Pineville, Ky.; Eleanor Ruth Lilly, Raleigh; Nancy McDaniel, China; Jessie King Martin, Lexington; Reba Parker, East Marion; Edna Lee Pegram, Raleigh; Marguerite Preslar, Concord; Mary Etta Ruffin, Ellerbe; Mary Helen Sears, Morrisville; Susan Emma Sloan, Morganton; Mary Frances Snead, Newport News, Virginia; Jane Carol Tanner, Douglas, Georgia; Mildred Elizabeth Taylor, Snow Hill; Zellah Washburn, Kingston, Jamaica, B. W. I.

POINTS

<i>No. of Classes per week</i>	<i>Points for first honor</i>	<i>Points for second honor</i>
12	27	22
13	29	24
14	31	26
15	33	28
16	35	30
17	37	32
18	40	34

GRADES

- A gives 3 points per semester hour of credit
- B gives 2 points per semester hour of credit
- C gives 1 point per semester hour of credit
- D gives 0 point per semester hour of credit
- E gives —1 point per semester hour of credit
- F gives —2 points per semester hour of credit

